



BEGINNER A1
TEACHER'S HANDBOOK

LET'S TALK!

ENGLISH



Lindsey Klein
Danielle Kempf
Mirella Morrone

LET'S TALK! **ENGLISH**
BEGINNER LEVEL **A1**



Robotel Corp.
Milwaukee, WI 53224
U.S.A.

© Robotel Corp. 2018

First published in 2018

Printed in Canada

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, without the prior written permission of Robotel Corp., or as expressly permitted by law, by license or under terms agreed with the appropriate reprographics rights organization. Inquiries concerning reproduction outside the scope of the above should be sent to the Robotel Corp. Marketing Department, at the above address.

Photocopying

The Publisher grants permission for the photocopying of those pages marked "photocopiable" according to the following conditions. Individual purchasers may make copies for their own use or for use by classes that they teach. School purchasers may make copies for use by staff and students, but this permission does not extend to additional schools or branches.

Under no circumstances may any part of this book be photocopied for resale.

Acknowledgements

Authors: Lindsey Klein
Danielle Kempf

Illustrator: Mirella Morrone

Technical Consultant: Gerry Sullivan

Collaborators: Natascha Nill
Eva Ennamorato
Erin Swierczek

Videographer/Editor: Kelsi Gard

Many thanks to the participants that played a role in the videos for the book. As well, a thank you to our main characters: Jack, Jason, Kaitlyn, and Emily.

Acknowledgements

Robotel Corp., would like to thank the following for their kind permission to reproduce photographs and other copyright material. All-free-downloads.com, pxhere.com, pixabay.com, pexels.com, adobe.com, freeimages.com, wikipedia.

Although every effort has been made to trace and contact copyright holders before publication, this has not been possible in some cases. We apologize for any apparent infringement of copyright and, if notified, the publisher will be pleased to rectify any errors or omissions at the earliest possible opportunity.

ISBN 978-1-7326616-1-5

SmartClass® and Robotel® are registered trademarks of Robotel Corp.

LET'S TALK! ENGLISH

CONTENTS

INTRODUCTION	I - IV
CHAPTER ONE ALL ABOUT YOU	1-1 TO 1-41
CHAPTER TWO FREE TIME	2-1 TO 2-47
CHAPTER THREE FAMILY	3-1 TO 3-45
CHAPTER FOUR SCHOOL	4-1 TO 4-57
CHAPTER FIVE SHOPPING	5-1 TO 5-59
CHAPTER SIX ENTERTAINMENT	6-1 TO 6-61
RUBRIC	R-1 TO R-6

LET'S TALK ENGLISH

Revision 1.0

Copyright © Robotel Corp.

Robotel Corporation
Milwaukee, WI 53224
USA

+1 (800) 645-0356

info@robotel.com
www.robotel.com

Robotel Inc. (HQ)
Laval, QC H7L 5A4
Canada

+1 (450) 680-1448
+1 (800) 680-1448 (US & Canada)
+1 (450) 680-1928

info@robotel.com
www.robotel.com

Robotel Oceania
Melbourne, VIC 3109
Australia

+61 (0) 4 3090 1475

info@robotel.com

Robotel Middle East
Amman, 11953
Jordan

+962 795088015

info@robotel.com

LET'S TALK ENGLISH

The **LET'S TALK! ENGLISH** is partitioned into four (5) different courses, corresponding to levels A1, A2, B1, B2 and C1 of the Common European Framework of Reference (CEFR) for languages as described below:

LEVEL		DESCRIPTION
BASIC	A1 Beginner	<ul style="list-style-type: none"> Can understand everyday expressions and very basic phrases Can introduce themselves and answer personal questions Can interact in a simple way with others
	A2 Elementary	<ul style="list-style-type: none"> Can understand sentences and frequently used expressions Can communicate in simple and routine tasks Can describe in simple terms aspects of their background
INDEPENDENT	B1 Intermediate	<ul style="list-style-type: none"> Can understand topics concerning family, work, school, etc. Can deal with most situations that arise while traveling Can describe experiences, events, dreams, hopes & ambitions
	B2 Upper Intermediate	<ul style="list-style-type: none"> Can understand main ideas on both concrete & abstract topics Can interact with a degree of fluency and spontaneity Can produce clear detailed text on a wide array of subjects
PROFICIENT	C1 Advanced	<ul style="list-style-type: none"> Can understand a wide range of demanding clauses Can express ideas fluently and spontaneously Can use language effectively, socially & professionally
	C2 Proficiency	<ul style="list-style-type: none"> Can understand with ease virtually everything heard or read Can summarize information and reconstruct arguments Can express themselves very fluently and precisely

SMARTCLASS+

LET'S TALK! ENGLISH is designed to be used in conjunction with the **SmartClass+** language lab platform. The majority of activities presented herein require the use of the **SmartClass+ Live Activities Dashboard (LAD)** for classwork and/or the use of the **SmartClass+ Media Activities Dashboard (MAD)** for self-study work. The icons shown below are used to indicate which dashboard should be used with each activity.



LET'S TALK ENGLISH

CONTENT

VOCABULARY

GRAMMAR

CHAPTER 1 - ALL ABOUT YOU

1	Hello! Nice to meet you!	Alphabet Greetings & Introductions	Formal vs. Informal Greetings
2	Where are you from?	Places to Live	Subject Pronouns (Nominative Case) Verb to be
3	Let's talk about numbers!	Using Numbers	Discuss Age Contractions & Verb to be

CHAPTER 2 - FREE TIME

1	How are you?	Expressing Feelings	Identify Parts of Speech
2	Let's conjugate verbs!	Everyday Verbs	Present Tense Verb Conjugations Verb Negation
3	What do you like to do in your free time?	Free Time Activities	Word Order - Statements Word Order - Closed Questions

CHAPTER 3 - FAMILY

1	Let's look at your family tree.	Family Relationships	Singular and Plural Nouns Possession Using an Apostrophe
2	My birthday is August 13th.	Dates and Birthdates	Indefinite and Definite Articles Possessive Adjectives
3	What do you look like?	Physical Appearances	Descriptive Adjectives

BEGINNER LEVEL A1

CONTENT

VOCABULARY

GRAMMAR

CHAPTER 4 - SCHOOL

1 What's in your classroom?

Classroom and School Supplies

Prepositions of Place: **in, on, under**

2 Where are you from?

Subjects and Grades

Demonstrative Adjectives: **this, that, these, those**

Ordinal Numbers

3 What's your schedule?

Times and Schedules

Open-Ended Questions

CHAPTER 5 - SHOPPING

1 Do you want to go shopping?

Clothing Items and Prices

The Verbs **want** and **would like**

Direct Object Pronouns (Accusative Case)

2 What do you think of my clothes?

Accessories and Opinions

Pronouns After Prepositions

3 Let's talk about the weather!

Seasons and Weather

Present Continuous: Making Predictions

CHAPTER 6 - ENTERTAINMENT

1 Do you want to go to the movie theater?

Movies as Entertainment

Comparative Adjectives
Superlative Adjectives

2 What type of music do you like?

Music as Entertainment

Intensifiers

Present Continuous: Discussing Future Plans

3 Making plans with friends.

Making Plans

Simple Present Tense of **can**

Simple Present Tense of **have to**

LET'S TALK! ENGLISH

Welcome to **Milwaukee, Wisconsin** (USA)!

Throughout this book you will follow 4 students as they discuss topics relevant to each chapter. These students live in the Milwaukee, Wisconsin area and are excited to be a part of your English learning experience.



My name is **Jack Jones**. I am 19 years old and come from Sussex, Wisconsin where I was born and raised. I go to the University of Wisconsin - Oshkosh where I will study business. In my free time, I enjoy working on cars and being with my friends or family.



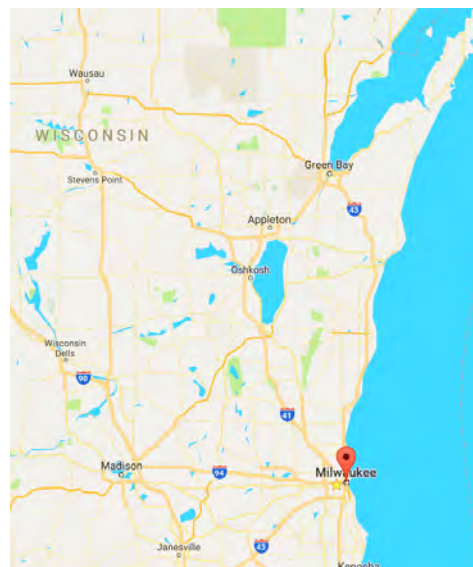
My name is **Jason Schmidt** and I am 17 years old. I was born in Milwaukee, Wisconsin. Next year I will be attending Pace University in New York City. I will be studying acting. In my free time, I enjoy watching movies, listening to music and riding my bike.



Hi! My name is **Emily Fields** and I'm 19 years old. I was born in Dallas, Texas, but was raised and currently live in Wisconsin. I go to college at Purdue University and I am studying German and Marketing. In my free time, I enjoy listening to music, reading, playing tennis and hanging out with friends.

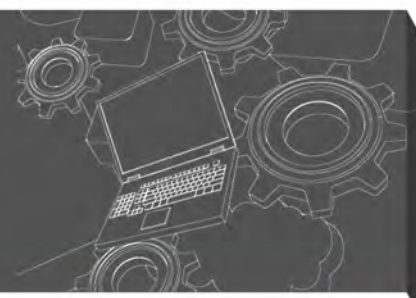


Hello! My name is **Kaitlyn Miles** and I am 19 years old. I come from and live in Milwaukee, Wisconsin. I also go to college at the University of Wisconsin - Milwaukee. I am studying dance while in college. In my free time, I enjoy spending time with my friends and family.



4

CHAPTER FOUR SCHOOL



LEARNING OBJECTIVES

I will be able to...

- use the prepositions **in**, **on**, and **under** to describe the location of objects.
- discuss classes and class schedules.
- use demonstrative adjectives.
- use ordinal numbers.
- ask and answer open-ended questions.



VOCABULARY

Classroom and School Supplies	4-4
Subjects and Grades	4-16
Times and Schedules	4-29



GRAMMAR

Prepositions of Place: in , on , under	4-8
Demonstrative Adjectives: this , that , these , those	4-11
Ordinal Numbers	4-20
Open-ended Questions	4-35



CONVERSATION

Where are the school items located?	4-13
Draw Classroom Items	4-14
Do you like your classes?	4-26
What's your school schedule?	4-26
Complete the Schedule	4-39
Building Sentences	4-41



READING

Classroom School Supply List & Location	4-15
Lauren's Class Schedule & Opinions of her Classes	4-27
American School System	4-28
Jack's School Schedule	4-42



LET'S TALK!

Video - First Day of School	4-44
Interviews - What is your School Schedule?	4-46



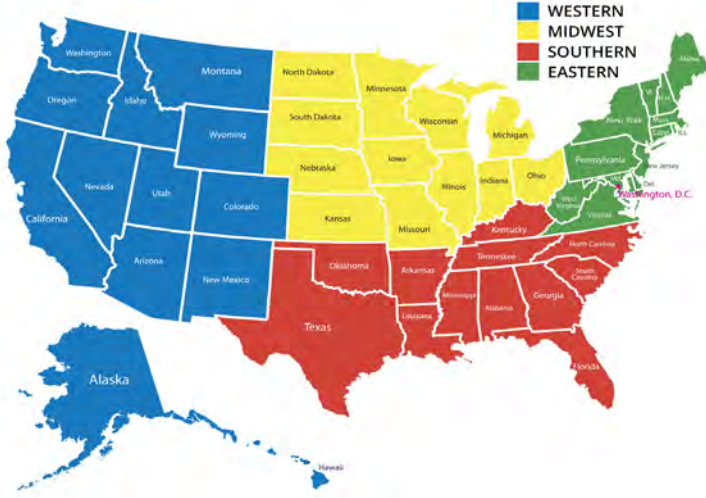
REVIEW & ASSESSMENT

Review	4-48
Projects	4-53
Assessment	4-54

4

UNITED STATES OF AMERICA CULTURE THE U.S.A.

MIDWEST REGION



Midwest States

Well-known Cities

Known For

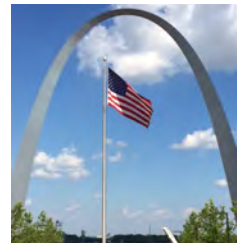
Famous People

Illinois
Indiana
Iowa
Kansas
Michigan
Minnesota
Missouri
Nebraska
North Dakota
Ohio
South Dakota
Wisconsin

Chicago
Indianapolis
Columbus
Detroit
Milwaukee
Kansas City
Cleveland
Minneapolis

Polite people
Farming land
The Great Lakes
The Northwoods
The Gateway Arch
The Rock & Roll Hall of Fame
"Motown"
Mall of America
Ozarks
Indiana Dunes National Lakeshore
Diverse culinary experiences
Beer

Neil Armstrong (astronaut)
Thomas Edison (inventor)
Harry Houdini (magician)
Wright Brothers (self-taught engineers)
Henry Ford (industrialist)
Ernest Hemingway (novelist)
Walt Disney (entrepreneur, film producer)
Miles Davis (musician)
James Dean (actor)
Ringling Brothers (circus pioneers)
Maya Angelou (author/poet)



INTERNET SEARCH: (in your language)

1. Choose one of the states from the Midwest Region that you want to visit. Why do you want to visit this state? What places do you want to visit there? What food do you want to try?

2. Find another famous person who is from the Midwest Region. What is his/her name? Which state is he/she from? What is he/she famous for?



VOCABULARY



4

SECTION 1 VOCABULARY: Classroom and School Supplies

Classroom Items	Places in a School	School Supplies	Other Words and Phrases
the board the bookshelf (bookshelves) the chair the desk the drawer the garbage can the map the table	the cafeteria the classroom the computer lab the gymnasium (gym) the library (libraries) the school	the backpack the binder the calculator the dictionary (dictionaries) the eraser the folder the notebook the paper the pen the pencil the ruler the textbook the workbook	to bring the classmate to learn to listen (to) to need the student to take the teacher

SECTION 2 VOCABULARY: Subjects and Grades

School Subjects	In the Classroom	Describe Classes
art computer science geography history language English French German Mandarin Spanish mathematics (math) music physical education (phys ed., gym) science biology chemistry physics study hall the subject	the answer to answer to ask a question the homework to know to learn the project the question the quiz (quizzes) right to study the test (the exam) wrong	boring the class (classes) difficult, hard easy interesting
	<p>*NOTE: Ordinal Numbers found on page 4-20.</p>	Other Words and Phrases because the grade the grade level first, next, then, after that, lastly to like the report card Why?

SECTION 3 VOCABULARY: Time and Schedules

Tell Time	Discuss Schedules	Discuss the Calendar
a quarter after a quarter past a quarter to the clock half past; thirty hour in the morning in the afternoon	in the evening It is ____ o'clock. midnight minute noon second What time is it?	after school to arrive to begin; to start before to end; to finish I have ____ at ____. the schedule When?
		the calendar the day Monday Tuesday Wednesday Thursday Friday Saturday Sunday
		the week Today is... Tomorrow is... What day is it?

4

VOCABULARY



CLASSROOM & SCHOOL SUPPLIES



ACTIVITY 4.1.1 - LISTEN & SPEAK

MAD Segmented Recording

Section 1 Vocabulary Pronunciation



ACTIVITY 4.1.2 - SPEAK

MAD Pronunciation

Pronounce words/phrases from Section 1.

1. the cafeteria
2. the garbage can
3. the calculator
4. the school supplies
5. the textbook
6. the drawer
7. to bring
8. the library
9. the eraser
10. the ruler

VOCABULARY



4

ACTIVITIES



ACTIVITY 4.1.3 - WRITE

MAD Letter Jumble

Spell vocabulary words from Section 1.

1. the gymnasium
2. the classmate
3. the notebook
4. the binder
5. the school
6. the teacher
7. the backpack



ACTIVITY 4.1.4 - READ

MAD Image Match

Match the classroom items with the correct vocabulary word.



the calculator



the ruler



the paper



the pen



the eraser



the chair



the binder



the pencil



the board



the dictionary



the folder



the backpack

4

VOCABULARY



ACTIVITIES



ACTIVITY 4.1.5 - LISTEN

MAD Text Match

Listen as the student reads his school supply list. Match the supply with the number. This year, I will be in the tenth grade. I am a sophomore in high school. I need to buy eight folders, seven binders and six notebooks. Five pencils and four pens are also on my list. Lastly, I need one backpack.

1. pens **four**
2. binders **seven**
3. notebooks **six**
4. backpack **one**
5. folders **eight**
6. pencils **five**



ACTIVITY 4.1.6 - LISTEN

MAD Multiple Choice

Listen to the student describe what she is doing in a particular area of the school. Choose which place best describes where she is located.

1. "In this room, I go to eat lunch. During this time, I also like to talk with friends."
2. "In this room, I have physical education class. I run. I play basketball and volleyball."
3. "In this room, I listen to the teacher and learn."
4. "In this room, I use the computer for projects, research, and typing papers."
5. "In this room, I read books and use books for research papers or projects."

1. In which room is she?

A. the computer lab

B. the gymnasium

C. the cafeteria

2. In which room is she?

A. the gymnasium

B. the library

C. the classroom

3. In which room is she?

A. the cafeteria

B. the classroom

C. the gymnasium

4. In which room is she?

A. the cafeteria

B. the computer lab

C. the gymnasium

5. In which room is she?

A. the library

B. the gymnasium

C. the cafeteria

VOCABULARY



4

ACTIVITIES



ACTIVITY 4.1.7 - READ

MAD Multiple Choice

Choose the correct vocabulary word that best completes each sentence.

- A _____ has many students in a class.
A. **teacher** B. classmate C. student D. school
- A _____ needs to listen to the teacher.
A. teacher B. classmate C. **student** D. school
- I have a new _____ that sits next to me in art class.
A. **classmate** B. class C. answer D. teacher
- I _____ 12 pencils and 5 notebooks for school.
A. question B. **need** C. answer D. know
- When you are in class, you need to _____ to your teacher.
A. know B. learn C. **listen** D. answer
- You need to _____ your textbook and workbook to class every day.
A. know B. learn C. listen D. **bring**
- You _____ your school supplies with you to school.
A. **take** B. learn C. listen D. need

**CULTURAL NOTE**

In different states and countries, they use different words to describe an object. There are words used by people who live in a specific area. For example: a drinking fountain is called a bubbler in Wisconsin because there is a company called Bubbler, and they make drinking fountains. In England they may say rubbish bin instead of garbage can. In America, garbage can is also called a trash can or waste basket.



drinking fountain = bubbler



garbage can = trash can = waste basket



4

GRAMMAR



LET'S BREAK IT DOWN!

PREPOSITIONS OF PLACE: **in, on, under**

A preposition can be used to show where something is located. The verb **to be** is used in these sentences.

Statement Formation

subject + to be + preposition of place + object

EXAMPLES

IN - **In** is used to locate something enclosed in a space.

The textbook is **in** the backpack.



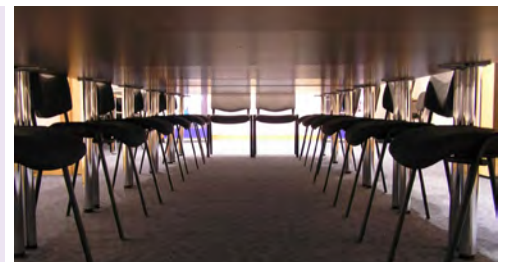
ON - **On** is used when something touches a surface.

The pencil is **on** the notebook.



UNDER - **Under** is used to show that something is beneath and covered by something else.

The chairs are **under** the table.



GRAMMAR



4

ACTIVITIES



ACTIVITY 4.1.8 - WRITE

MAD Fill-in-the-Blanks

Complete the sentences with **in**, **on** or **under** based on the picture.

1.



Where is the book?
It's **[on]** the bookshelf.

2.



Where is the textbook?
It's **[under]** the desk.

3.



Where are the notebooks?
They are **[in]** the backpack.

4.



Where are the students?
They are **[in]** the classroom.

5.



Where is the dictionary?
It's **[on]** the table.

6.



Where are the pens?
They are **[in]** the drawer.

7.



Where are the pencils?
They are **[on]** the desk.

8.



Where are the old papers?
They are **[in]** the garbage can.

9.



Where is the workbook?
It is **[under]** the pencil.

4

GRAMMAR



ACTIVITIES



ACTIVITY 4.1.9 - LISTEN

MAD Multiple Choice

Listen to the sentences describing the picture. Look at the picture and decide if what the person said is **True** or **False**.

1. The computer is under the desk.
A. True **B. False**
2. The backpack is on the desk.
A. True **B. False**
3. The ruler is in the drawer.
A. True **B. False**
4. The pencil is on the paper.
A. True B. False
5. The books are under the table.
A. True **B. False**
6. The map is under the clock.
A. True **B. False**



ACTIVITY 4.1.10 - SPEAK

MAD Pronunciation

Look at the picture and practice saying sentences about where the objects are located.



1. The backpack is on the chair.
2. The board is under the map.
3. The textbooks are on the desks.
4. The desks are in the classroom.
5. The paper is under the pencil.
6. The books and computer are on the desk.

GRAMMAR



4

LET'S BREAK IT DOWN!

DEMONSTRATIVE ADJECTIVES: **this**, **that**, **these** and **those**

The demonstrative adjectives, **this/that/these/those**, tell us where an object is located and how many objects there are. These adjectives go in front of a noun.

For example: **this** class or **that** teacher - **these** pencils and **those** pens

POINT TO ONE OBJECT (Singular): **this** and **that**

This points to something nearby or "here".

For example: **This** class is fun.

That points to something further away or "over there".

For example: **That** teacher is intelligent.

POINT TO MORE THAN ONE OBJECT (Plural): **these** and **those**

These points to something nearby or "here".

For example: **These** beginner classes are easy.

Those points to something further away or "over there".

For example: **Those** advanced classes are difficult.

Demonstrative Adjectives can also be used as Demonstrative Pronouns:
When **this**, **that**, **these** and **those** are used as pronouns instead, they stand alone.

Singular examples:

That is fun.

This is difficult.

Plural examples:

These are new.

I do not want to take **those**.



4

GRAMMAR



ACTIVITIES



ACTIVITY 4.1.11 - WRITE

MAD Fill-in-the-Blanks

Fill in the blanks with **this** or **these**.

1. [**this**] book
2. [**these**] dictionaries
3. [**these**] papers
4. [**this**] ruler
5. [**these**] computers
6. [**this**] map
7. [**these**] folders



ACTIVITY 4.1.12 - WRITE

MAD Fill-in-the-Blanks

Fill in the blanks with **that** or **those**.

1. [**those**] garbage cans
2. [**that**] binder
3. [**those**] chairs
4. [**those**] pencils
5. [**that**] eraser
6. [**those**] workbooks
7. [**that**] table



ACTIVITY 4.1.13 - SPEAK

MAD Open Recording

Look at the vocabulary word and the words **here** or **there** following it. Then, say the correct demonstrative adjective with the noun.

For example: **You see:** calculator (here)

You say: **this calculator**

1. students (there) **those students**
2. pen (here) **this pen**
3. rulers (here) **these rulers**
4. backpack (there) **that backpack**
5. folder (here) **this folder**
6. erasers (there) **those erasers**
7. notebooks (here) **these notebooks**

CONVERSATION



4

ACTIVITIES



ACTIVITY 4.1.14 - SPEAK: Where are the school items located?

LAD Pairing Activity

First, decide who is going to be **Partner A**, and who will be **Partner B**. Next, look at the items on the worksheet. Ask your partner for the answers you do not have.

For example: **Partner A** asks - Where are the erasers?

Partner B looks at his/her sheet and gives a sentence explaining where the erasers are located.

TEACHER NOTE: If you want to be able to listen to these conversations later, launch the recorder at the beginning of this activity and hit record.

Partner A's Worksheet

ITEM / SUPPLY	IN	ON	UNDER
the pens			the desk
the calculator	the drawer		
the map		the board	
the notebook	the backpack		
the erasers		the pencils	
the books		the bookshelf	
the textbook			
the table			
the binder			
the paper			
the garbage can			
the ruler			

Partner B's Worksheet

ITEM / SUPPLY	IN	ON	UNDER
the pens			
the calculator			
the map			
the notebook			
the erasers			
the books			
the textbook	the desk		
the table			the board
the binder		the desk	
the paper	the garbage can		
the garbage can			the table
the ruler	the drawer		

4

CONVERSATION



ACTIVITIES



ACTIVITY 4.1.15 - SPEAK: Draw Classroom Items

LAD Pairing Activity

1. First, decide who is going to be **Partner A**, and who will be **Partner B**.
Next, draw 5 items on your paper.
2. Draw your items:
Partner A draws: book, eraser, computer, pen, backpack
Partner B draws: map, workbook, drawer, garbage can, calculator
3. Take turns describing where the items are located in your classroom.

For example: **Partner B** asks - Where is the eraser? **Partner A** looks at his/her sheet and gives a sentence explaining where the eraser is located.

Partner A



Partner B



TEACHER NOTE: If you want to be able to listen to these conversations later, launch the recorder at the beginning of this activity and hit record.

Print the worksheet from the [A1 Resources Google Doc Folder](#) or download the [A1StudentGames.pdf](#).

READING



4

CLASSROOM SCHOOL SUPPLY LIST & LOCATION

CLASSROOM SUPPLIES

30 textbooks
 30 workbooks
 15 erasers
 24 pens
 24 pencils
 15 notebooks
 15 folders
 10 binders
 5 dictionaries
 5 rulers

LOCATION IN THE CLASSROOM

on the bookshelf
 on the bookshelf
 in the drawer
 in the drawer
 in the drawer
 under the table
 under the table
 under the table
 on the bookshelf
 in the drawer



ACTIVITY 4.1.16 - READ

MAD Multiple Choice

Look at this teacher's classroom inventory list and where things are located in her classroom. Then, choose the correct answer to the questions about the items.

- How many textbooks are in the classroom? A. 10 B. 24 **C. 30**
- Where are the folders? A. on the bookshelf **B. under the table** C. in the drawer
- How many dictionaries does the teacher have? **A. 5** B. 24 C. 30
- Where are the rulers? A. on the bookshelf B. under the table **C. in the drawer**
- Where are the textbooks and workbooks?
 A. on the bookshelf B. under the table C. in the drawer
- How many notebooks and folders are there? A. 10 B. 24 **C. 30**



ACTIVITY 4.1.17 - SPEAK

MAD Open Recording

Answer the questions based on your own school supply list.

- How many workbooks do you need?
- How many notebooks do you have?
- Where are your notebooks?
- How many pencils do you need for school?
- Do you bring a dictionary to class?

4

VOCABULARY



SUBJECTS AND GRADES



ACTIVITY 4.2.1 - LISTEN & SPEAK

MAD Segmented Recording

Section 2 Vocabulary Pronunciation



ACTIVITY 4.2.2 - SPEAK

MAD Pronunciation

Pronounce words/phrases from Section 2.

- | | |
|-----------------------|----------------|
| 1. geography | 6. mathematics |
| 2. physical education | 7. study hall |
| 3. the question | 8. biology |
| 4. interesting | 9. physics |
| 5. difficult | 10. wrong |

VOCABULARY



4

ACTIVITIES



ACTIVITY 4.2.3 - WRITE

MAD Letter Jumble

Spell vocabulary words from Section 2.

1. **chemistry**
2. **the homework**
3. **the answer**
4. **because**
5. **the language**
6. **the subject**
7. **the project**



ACTIVITY 4.2.4 - READ

MAD Multiple Choice

Choose the correct vocabulary word that best completes each sentence.

1. I _____ in class when I do not know the answer.
 - A. answer
 - B. look at
 - C. need
 - D. ask a question**
2. My grades are on a _____ at the end of the semester.
 - A. question
 - B. report card**
 - C. answer
 - D. grade level
3. When I _____ the right answer, I feel happy.
 - A. take
 - B. bring
 - C. know**
 - D. ask a question
4. I _____ every Saturday for tests.
 - A. study**
 - B. take
 - C. bring
 - D. know
5. _____ to question number 12 is B.
 - A. The grade level
 - B. The homework
 - C. The project
 - D. The answer**
6. You go to school to _____ new things.
 - A. need
 - B. bring
 - C. answer
 - D. learn**
7. _____ helps you practice for a quiz or test.
 - A. Need
 - B. Homework**
 - C. Answer
 - D. Learn
8. A _____ is a small test.
 - A. quiz**
 - B. homework
 - C. question
 - D. answer
9. Do you _____ your teacher's name?
 - A. know**
 - B. listen
 - C. watch
 - D. answer
10. My classmate and I have to do a _____ together.
 - A. know
 - B. listen
 - C. project**
 - D. answer

4

VOCABULARY



ACTIVITIES



ACTIVITY 4.2.5 - LISTEN

MAD Category Match

Listen to the following students talk about their schedules. Put the subjects under the person according to which classes they have.

Danny: "Hi. My name is Danny. I have four classes in my school day. First, I have physics. Next, I have history. I like this class because it is interesting. Then, I have music. I play an instrument. Finally, I have phys ed. It is an easy class."

Allison: "Hello. My name is Allison. I also have four classes a day. First, I have English. I need a dictionary for this class. I like to learn another language. Next, I have geography. This class is interesting. Then, I have art and lastly, I have biology."

Matt: "I'm Matt. I start my day with computer science. It is fun. Next, I have chemistry. Science is boring. Then, I have math. I need a new calculator. Lastly, I have Mandarin."

Danny	Allison	Matt
physics	English	computer science
history	geography	chemistry
music	art	math
physical education	biology	Mandarin



CULTURAL NOTE

Physical Education is an important part of the American school system. In elementary school, the students have a recess, which is free play outside, and they are also introduced to a formal physical education class. This class continues to play a role in education throughout middle and high school. In high school, there are often many different types of physical education classes from which students can choose. Physical education class encourages movement and health. The students learn to play sports and do certain exercises with the goal of promoting a lifetime of good health.

There are many ways to refer to the physical education class. It depends on which state you are in, but phys ed. and gym are the two most well-known abbreviations. People also say PE class or phy ed. class.

VOCABULARY



4

ACTIVITIES



ACTIVITY 4.2.6 - LISTEN & READ

MAD Sentence Jumble

Listen to the following student talk about her schedule. Put the subjects in order based upon what the student has first, after that, lastly, etc.

First, I have science.

Next, I have history.

Then, I have math.

After math, I eat lunch.

After lunch, I have computer science.

Lastly, I have Spanish.



ACTIVITY 4.2.7 - SPEAK

MAD Open Recording

Answer the following questions about your classes.

1. Do you have a lot of tests in your classes?
2. Do you have homework every day?
3. Do you like to do projects in your classes?
4. Do you study every night?
5. Do you ask questions in class?



CULTURAL NOTE

When you want to ask a question or answer a question in an American classroom, students have to raise their hands. The teacher then calls on the student.

In most middle and high schools, the students have lockers and have to leave their belongings in the locker. They only take what they need to each class.

If students want to go to the bathroom or to their lockers, they ask for a pass from the teacher to be in the hallway. Some schools are stricter than other schools when it comes to this rule, but a pass is common in an American school.

Hall Pass		

(Student's Name)		
Date: _____	Time: _____	AM/PM
To go to:		
<input type="checkbox"/> Bathroom	<input type="checkbox"/> Nurse	<input type="checkbox"/> Main Office
<input type="checkbox"/> Locker	<input type="checkbox"/> Cafeteria	<input type="checkbox"/> Room _____
<input type="checkbox"/> Guidance Counselor	<input type="checkbox"/> Library	<input type="checkbox"/> Principal
	<input type="checkbox"/> Other _____	
Teacher/Staff: _____		

4

GRAMMAR



LET'S BREAK IT DOWN!

ORDINAL NUMBERS

Ordinal numbers are used to show the order of things/people or to define the thing's/person's position in a series.

- Add **-th** to the cardinal number to form the ordinal number.
For example: four = fourth seven = seventh
- Add the last two letters of the written word to the figure.
For example: 4 = 4**th** 7 = 7**th**
- There are some irregulars:
The cardinal numbers 1, 2 and 3 are irregular as ordinal numbers.
1 - first - 1**st** 2 - second - 2**nd** 3 - third - 3**rd**

The cardinal numbers 5, 8, 9, 12 and those ending in 'y' have irregular spellings.
5 = fifth 8 = eighth 9 = ninth 12 = twelfth 20 = twentieth

CARDINAL NUMBER

ORDINAL NUMBER

ORDINAL NUMBER ABBREVIATION

1	first	1st
2	second	2nd
3	third	3rd
4	fourth	4th
5	fifth	5th
6	sixth	6th
7	seventh	7th
8	eighth	8th
9	ninth	9th
10	tenth	10th
12	twelfth	12th
20	twentieth	20th
21	twenty-first	21st
22	twenty-second	22nd
30	thirtieth	30th
40	fortieth	40th
50	fiftieth	50th
60	sixtieth	60th
70	seventieth	70th
80	eightieth	80th
90	ninetieth	90th
100	one hundredth	100th

GRAMMAR



4

ACTIVITIES



ACTIVITY 4.2.8 - SPEAK

MAD Pronunciation

Say the ordinal numbers and practice your pronunciation.

- | | |
|------------|-------------------|
| 1. first | 8. eighth |
| 2. second | 9. ninth |
| 3. third | 10. tenth |
| 4. fourth | 11. fifteenth |
| 5. fifth | 12. thirty-third |
| 6. sixth | 13. fiftieth |
| 7. seventh | 14. one hundredth |



ACTIVITY 4.2.9 - WRITE

MAD Fill-in-the-Blanks

Change the ordinal number word into the ordinal number abbreviation.

For example: **You see:** third

You type: [3rd]

- | | |
|--------------------|---------|
| 1. seventh | [7th] |
| 2. thirty-first | [31st] |
| 3. twenty-second | [22nd] |
| 4. eighth | [8th] |
| 5. sixty-third | [63rd] |
| 6. fifteenth | [15th] |
| 7. fortieth | [40th] |
| 8. fifty-sixth | [56th] |
| 9. eighty-first | [81st] |
| 10. seventy-fourth | [74th] |
| 11. one-hundredth | [100th] |
| 12. ninety-fifth | [95th] |

4

GRAMMAR



ACTIVITIES



ACTIVITY 4.2.10 - SPEAK

MAD Open Recording

#s 1-7 Look at the ordinal number abbreviation and say the correct ordinal number word.

#s 8-14 Look at the cardinal number and say the correct ordinal number word.

For example:

You see: 3rd
You say: **third**

OR

You see: 7
You say: **seventh**

- | | |
|---------|-----------------------|
| 1. 1st | first |
| 2. 9th | ninth |
| 3. 24th | twenty-fourth |
| 4. 33rd | thirty-third |
| 5. 6th | sixth |
| 6. 12th | twelfth |
| 7. 87th | eighty-seventh |
| 8. 5 | fifth |
| 9. 11 | eleventh |
| 10. 21 | twenty-first |
| 11. 2 | second |
| 12. 19 | nineteenth |
| 13. 30 | thirtieth |
| 14. 3 | third |

GRAMMAR



4

CULTURAL NOTE



CULTURAL NOTE

Grades in a class versus Grade level

In America, the word *grade* can be confusing. A grade, as in the letter grade that you receive for your work in a class, on tests, and on a report card, can be A, B, C, D or F. Usually a percentage is given to help a teacher figure out a grade. For example: A normal grading scale may look something like this:

LETTER GRADE	PERCENTAGE %	GRADE POINT AVERAGE (GPA)
A	90 - 100	4.0
B	80 - 89	3.0
C	70 - 79	2.0
D	60 - 69	1.0
F	0 - 59	0.0

So if you had an 86%, you would have a B in the class. Teachers also can add **+** or **-** to a grade. So a 98 or 99 could be an **A+** where a 93 or 92 would be an **A-**.

The word grade can also be used when talking about which grade a person is in, as in grade level. If someone asks you, "What grade are you in?" You would reply with the year in school you are.

For example:

A student in grade 11 would say, "I am in 11th grade." or "I am an 11th grader." Both are acceptable answers. Even saying, "I am a junior" would tell the person what grade you are in.

Discussion Questions:

1. What is your grade level in an American school?
2. How is this system different from your school system?
3. You are in the 10th grade. What is your student title?
Sophomore
4. If you were a Senior in high school, in which grade are you? **12th**

AGE	SCHOOL	GRADE	STUDENT TITLE
...			Graduate
22	University (College)	4th year	Undergraduate
21		3rd year	
20		2nd year	
19		1st year	
18	Community College		
17	High School	12th (twelfth)	Senior
16		11th (eleventh)	Junior
15		10th (tenth)	Sophomore
14		9th (ninth)	Freshman
13	Middle School	8th (eighth)	The American School System
12		7th (seventh)	
11		6th (sixth)	
10	Elementary School	5th (fifth)	
9		4th (fourth)	
8		3rd (third)	
7		2nd (second)	
6		1st (first)	
5	Kindergarten (5K)		
4	Kindergarten (4K) = Optional		
3	Pre-School = Optional		

4

GRAMMAR



LET'S BREAK IT DOWN!

QUESTION WORD "WHY" (OPEN QUESTION)

The question word **why** is used to obtain a reason or explanation.

Why are you tired?

Why do you need five notebooks?

Why don't you like science class?

The answer typically includes "**because...**"

Why are you tired?

Why do you need four notebooks?

Why don't you like science class?

I am tired **because** I need to sleep more.

Because I have four classes, I have four notebooks.

I don't like science class **because** it is boring.

Another way to use the question word **why** is after a statement or as a follow up to a question.

Example Conversation:

- I love history class.

- **Why?**

- **Because** it is a lot of fun.

Example Conversation:

- Do you like physics?

- No, I do not.

- **Why** not?

- **Because** it is very difficult.

LET'S REVIEW: LIKES

In Chapter 2, you learned the verb **to like + infinitive**. Now let's practice the verb **to like + noun**.

The formulas you use are: **subject + like/likes + noun**

subject + do not/does not + like + noun

For example: I **like** Spanish class.

Mark **doesn't like** sports.

Now, let's put **why** and **like** together.

Why do you **like** history class?

I **like** history class **because** it is easy.

GRAMMAR



4

ACTIVITIES



ACTIVITY 4.2.11 - WRITE

MAD Word Jumble

Put the question or statement in the correct order.

1. Why do you like computer science?
2. My brother doesn't like math because it is hard.
3. Why don't you like history?
4. I like art because it is fun.
5. Why does Megan like German?
6. Sam likes gym because it is easy.
7. Why don't you like geography?



ACTIVITY 4.2.12 - WRITE

MAD Fill-in-the-Blanks

Type the question needed to give the answer that is written.

For example: **You see:** [_____] I like biology because it is interesting.

You type: [Why do you like biology?]

- | | |
|------------------------------------|--|
| 1. [Why don't you like Mandarin?] | I don't like Mandarin because it is difficult. |
| 2. [Why do you like math?] | I like math because I know a lot of answers. |
| 3. [Why don't you like geography?] | I don't like geography because it is boring. |
| 4. [Why do you like music?] | I like music because it is fun. |
| 5. [Why do you like history?] | I like history because it is interesting. |



ACTIVITY 4.2.13 - SPEAK

MAD Open Recording

Read the question and use the adjective to answer the question in a complete sentence.

For example: **You see:** Why do you like art? (fun) **You say:** I like art because it is fun.

- | | |
|---|---|
| 1. Why do you like gym? (easy) | I like gym because it is easy. |
| 2. Why don't you like science? (boring) | I don't like science because it is boring. |
| 3. Why do you like geography? (interesting) | I like geography because it is interesting. |
| 4. Why don't you like music? (difficult) | I don't like music because it is difficult. |
| 5. Why do you like chemistry? (fun) | I like chemistry because it is fun. |

4

CONVERSATION



ACTIVITIES



ACTIVITY 4.2.14 - **SPEAK: Do you like your classes?**

LAD Pairing Activity

Decide who will ask the questions first. The first person will ask the second person 5 questions related to whether or not he/she likes particular classes and then follow up with **why** or **why not**. After the first person's questions have been asked and answered, the second person will ask 5 questions and follow up with **why** or **why not**.

TEACHER NOTE: If you want to be able to listen to these conversations later, launch the recorder at the beginning of this activity and hit record.

Sample Conversation:

First person: Do you like Spanish class?

Second person: No, I don't.

First person: Why don't you like it?

Second person: I don't like it because it is hard.



ACTIVITY 4.2.15 - **SPEAK: What's your school schedule?**

LAD Pairing Activity

Decide who will ask the questions first. The first person will ask the second person questions to learn the order of his/her classes. After the first person's questions have been asked and answered, the second person will ask the first person questions to learn the order of his/her classes. **Use ordinal numbers when asking the questions.*

TEACHER NOTE: If you want to be able to listen to these later, make sure you launch the recorder at the beginning of this activity and hit record.

READING



4

LAUREN'S CLASS SCHEDULE AND OPINIONS OF HER CLASSES

Hi. My name is Lauren. I am in the tenth grade. I have eight classes in the school day. My first class is history. I don't like it because it is boring. My second class is English. My next class is biology and I love this class because it is interesting. My fourth class is art. I like this class because it is fun. My fifth class is music, but I do not like it because it is difficult. I do not like to answer questions in music class because I do not like to be wrong. My sixth and seventh classes are physical education and computer science. Lastly, I have math and I do not like it. There is a lot of homework in this class.



ACTIVITY 4.2.16 - READ

MAD Multiple Choice

Read Lauren's description of her classes. Answer questions about the order of her classes and the reasons why Lauren likes or dislikes them.

- What is Lauren's second class?

A. history	B. English	C. physical education	D. math
------------	-------------------	-----------------------	---------
- Why does Lauren like biology?

A. It is boring.	B. It is fun.	C. It is interesting.	D. It is hard.
------------------	---------------	------------------------------	----------------
- What is Lauren's eighth class?

A. English	B. art	C. math	D. biology
------------	--------	----------------	------------
- Why doesn't she like music class?

A. It is difficult.	B. It is boring.	C. It is fun.	D. It is interesting.
----------------------------	------------------	---------------	-----------------------
- Why doesn't she like math?

A. It is not fun.	B. It is not interesting.	C. It is boring.	D. There is a lot of homework.
-------------------	---------------------------	------------------	---------------------------------------
- Why does she like art?

A. It is interesting.	B. It is fun.	C. It is easy.	D. It is boring.
-----------------------	----------------------	----------------	------------------
- Does Lauren like to answer questions in music class?

A. Yes	B. No
--------	--------------

4

READING



AMERICAN SCHOOL SYSTEM

AGE	SCHOOL	GRADE	STUDENT TITLE
...			Graduate
22	University (College)	4th year	Undergraduate
21		3rd year	
20		2nd year	
19		1st year	
18	Community College		
17	High School	12th (twelfth)	Senior
16		11th (eleventh)	Junior
15		10th (tenth)	Sophomore
14		9th (ninth)	Freshman
13	Middle School	8th (eighth)	Student Title
12		7th (seventh)	The American School System
11		6th (sixth)	
10		5th (fifth)	
9	4th (fourth)		
8	Elementary School	3rd (third)	
7		2nd (second)	
6		1st (first)	
5		Kindergarten (5K)	
4	Kindergarten (4K) = Optional		
3	Pre-School = Optional		



ACTIVITY 4.2.17 - READ

MAD Multiple Choice

Look at the image describing the American school system. Answer the questions based upon what you see in the image.

- Students in America can go to school as early as _____ years old.
A. 3 B. 5 C. 6
- Kindergarten is technically the first real level of school and is mandatory for public schools to provide for students. How old do students have to be to start Kindergarten?
 A. 3 **B. 5** C. 6
- Elementary school is made up of grades _____.
 A. 1-3 B. 1-8 **C. 1-5**
- Middle school is made up of grades _____.
 A. 1-8 B. 7-8 **C. 6-8**
- High school 9th graders are called _____.
A. freshmen B. juniors C. kindergartners
- High school seniors are in which grade?
 A. 10th B. 11th **C. 12th**
- According to the image, how many years does it take to do an undergraduate degree at the University? (on average)
 A. 2 years **B. 4 years** C. 6 years

VOCABULARY



4

TIME AND SCHEDULES



ACTIVITY 4.3.1 - LISTEN & SPEAK

MAD Segmented Recording

Section 3 Vocabulary Pronunciation



ACTIVITY 4.3.2 - SPEAK

MAD Pronunciation

Pronounce words/phrases from Section 3.

1. the schedule
2. a quarter after
3. the calendar
4. Saturday
5. tomorrow
6. What time is it?
7. Thursday
8. to arrive
9. half past
10. the second

4

VOCABULARY



ACTIVITIES



ACTIVITY 4.3.3 - WRITE

MAD Letter Jumble

Spell vocabulary words from Section 3.

1. Wednesday
2. the afternoon
3. Tuesday
4. the minute
5. midnight
6. today
7. the morning



ACTIVITY 4.3.4 - WRITE

MAD Fill-in-the-Blanks

Fill in each blank with the correct day of the week.

*Watch your spelling and capitalize the word.

1. If today is Wednesday, what is tomorrow? [Thursday]
2. What is the day after Saturday? [Sunday]
3. Monday, [Tuesday], Wednesday
4. If today is Friday, what is tomorrow? [Saturday]
5. What is the day before Thursday? [Wednesday]
6. Sunday, [Monday], Tuesday



ACTIVITY 4.3.5 - LISTEN

MAD Category Match

Listen to the student talk about which classes he has on which days. Put the correct class under the correct day.

"It is my first year in college and I have to take a lot of classes. I have English on Monday, Wednesday, and Thursday. I have Math on Tuesday and Thursday. I have chemistry on Tuesday and Wednesday. On Monday and Thursday I have history class. I have no classes on Friday. Lastly, I have computer science class on Wednesday."

Monday	Tuesday	Wednesday	Thursday	Friday
English	math	English	English	no classes
history	chemistry	chemistry	math	
		computer science	history	

VOCABULARY



4

LET'S BREAK IT DOWN!

TELLING TIME

When you tell time, the hour comes first, and when there are no minutes you will say "o'clock".



What time is it?
"It is **two o'clock.**"

When there are minutes, you will say the hour first and then the minutes.

The minutes 1 to 9 will have an 'oh' in front of the minute.

The minutes 10 to 59 are pronounced normally.



What time is it?
"It is **ten oh six.**"



What time is it?
"It is **ten twenty.**"

There are other ways to talk about minutes:



An hour has 60 minutes, so half an hour is 30 minutes. One can say, "It is **half past 3**" or "It is **three thirty.**"



It is eleven fifteen. **OR**
It is a quarter past eleven.
OR It is a quarter after eleven.

It is five forty-five **OR**
It is a quarter to six.



4

VOCABULARY



LET'S BREAK IT DOWN!

TELLING TIME (MORNING VS. AFTERNOON)

Morning vs. Afternoon

How can you tell if you are talking about 7:00 in the morning or evening when speaking in English? Many countries use the 24 hour clock. In America, we do not.

We rely on a.m. and p.m. to show if we are talking about before or after midday.
(*Midday = noon or 12:00 p.m.)

Morning (from 12:00 a.m. to 12:00 p.m.)

2:00 a.m. = **It is two in the morning.**

Afternoon (from 12:00 p.m. to sunset)

4:00 p.m. = **It's four in the afternoon.**

Evening (from 5:00 p.m. to 12:00 a.m.)

7:00 p.m. = **It is seven in the evening.**

For morning hours you use **a.m.**

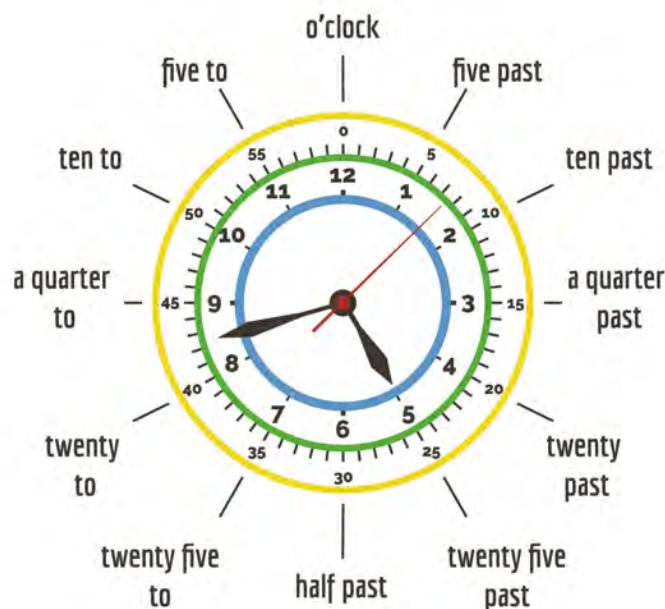
The term **a.m.** stands for "*ante meridiem*" and it is Latin for 'before midday'.

Written: 7:00 a.m. or 7:00 AM

For afternoon/evening hours you use **p.m.**

The term **p.m.** stands for "*post meridiem*" and it is Latin for 'after midday'.

Written: 7:00 p.m. or 7:00 PM



VOCABULARY



4

ACTIVITIES



ACTIVITY 4.3.6 - READ

MAD Image Match

Match the clock with the correct written time.



It is eight o'clock.



It is nine fifteen.



It is a quarter to twelve.



It is a quarter after twelve.



It is half past three.



It is four thirty.



It is seven twenty.



It is six forty.



It is midnight.



It is one oh seven.



ACTIVITY 4.3.7 - LISTEN

MAD Image Match

Listen to the following times and match them with the correct clock.



It is half past seven.



It is eight thirty-five.



It is a quarter to five.



It is eleven thirty.



It is a quarter past five.



It is four thirty.



It is seven twenty.



It is six forty.



It it ten to ten.



It is ten ten.

4

VOCABULARY



ACTIVITIES



ACTIVITY 4.3.8 - LISTEN

MAD Category Match

Listen to the following sentences and put the classes in the correct category **AM** or **PM**.

1. I have phys ed. at ten thirty in the morning.
2. This morning he has physics at nine twenty.
3. We eat lunch in the cafeteria at noon.
4. She has art in the afternoon at a quarter after two.
5. They have music practice at 5:30 in the evening.
6. Every morning I have history class at a quarter to nine.
7. After school I have tennis practice at four o'clock.

AM	PM
physical education	lunch
physics	art
history	music
	tennis



ACTIVITY 4.3.9 - LISTEN & WRITE

MAD Fill-in-the-Blanks

Listen to the following times and fill in each blank with the correct time. Use **a.m.** or **p.m.** for this activity.

For example: **You hear:** I have math at nine forty-five in the morning. **You type:** [9:45 a.m.]

1. I go to sleep at a quarter past ten at night. [10:15 p.m.]
2. He has practice after school at a quarter to four. [3:45 p.m.]
3. She has morning swimming practice at half past five. [5:30 a.m.]
4. We eat lunch in the cafeteria at noon. [12:00 p.m.]
5. Every morning I arrive at school at seven forty-five. [7:45 a.m.]
6. My school begins at eight ten in the morning. [8:10 a.m.]
7. He ends school at two twenty-five in the afternoon. [2:25 p.m.]
8. I have to take a test at twenty to four this afternoon. [3:40 p.m.]

GAME - CHAPTER 4 VOCABULARY REVIEW

Class activity



GAME: Bingo and/or Marker War (Find the explanation and playing sheet in the A1 Resources Google Doc Folder or download the A1StudentGames.pdf.)

GRAMMAR



4

LET'S BREAK IT DOWN!

OPEN-ENDED QUESTIONS

Open-ended questions cannot be answered with 'yes' or 'no'.
Open-ended questions seek more information.

They are often referred to as 'Wh' questions because the majority of open-ended question words begin with 'wh'. (Who, what, where, why, when, which) Example of a non-wh question word is how.

HOW TO USE OPEN QUESTIONS:

- **What:** to ask for information about a thing.
- **When:** to ask about a time or date.
- **Where:** to ask questions about place or position.
- **Who:** to ask about a person.
- **Why:** to ask for a reason.
- **Which:** to ask for a choice to be made.

OPEN QUESTION WORD ORDER

QW	V	S	O
QW =	Question Word		
V =	Verb		
S =	Subject		
O =	Other		

EXAMPLES

QUESTION				ANSWER		
QW	V	S	O	S	V	O
What	is	this?		It	is	a ruler.
When	is	your first class	tomorrow?	It	is	at ten o'clock.
Where	are	your notebooks?		They	are	in my backpack.
Who	is	your teacher	for music class?	Ms. Smith	is my	music teacher.
Why	do	you	like math?	I	like to use	the calculator.
*Which subject	is	your favorite?		History	is	my favorite subject.

*Sometimes you will see QW as a phrase. For example: **How old** are you?
The two words **how old** make up the question word phrase.

4

GRAMMAR



ACTIVITIES



ACTIVITY 4.3.10 - READ

MAD Multiple Choice

Choose which question word best completes each question.

- _____ do you like math class?
A. Which B. What **C. Why** D. Who
- _____ are the dictionaries?
A. Where B. Why C. What D. How
- _____ is your teacher for science class?
A. Which B. What C. When **D. Who**
- _____ time does school end?
A. Which B. Why C. When **D. What**
- _____ do you eat, at 11:30 or 12:15?
A. Why **B. When** C. What D. Who
- _____ class do you have first, French or physical education?
A. When B. What **C. Which** D. Who
- _____ don't you like geography?
A. What B. Which C. Who **D. Why**



ACTIVITY 4.3.11 - READ & WRITE

MAD Word Jumble

Look at the following questions and put the answers to these questions in the correct order.

- When does school begin for you? **School begins at 7:20 a.m.**
- When does school end for you? **School ends at 2:25 p.m.**
- Who is your new classmate? **My new classmate is Jennifer.**
- What day is it tomorrow? **Tomorrow is Tuesday.**
- Which class is your favorite and why? **My favorite class is science because it is fun.**

GRAMMAR



4

ACTIVITIES



ACTIVITY 4.3.12 - WRITE

MAD Word Jumble

Put the questions in the correct word order.

1. What day is it today?
2. What classes do you have on Tuesday?
3. Who is your history teacher?
4. When do you have art class?
5. When do you arrive at school?
6. What class do you have before lunch?



ACTIVITY 4.3.13 - LISTEN

MAD Text Match

Listen to the following student describe his schedule. Match the times with the class and the questions with the answers.

"This semester, I have computer science first and next I have Spanish. After Spanish, I have geography. I have lunch from 12:30-1:00 and lastly I have math. I really like my Spanish class, because it is fun, and I like my computer science class because it is interesting. I do not like my geography class because I think it is difficult to memorize all of the countries, states, and capitals around the world. After school, I am on the baseball team and after baseball practice, I go home to study for my classes or to do my homework."

8:00 - 9:15

9:30 - 10:45

11:00 - 12:15

12:30 - 1:00

1:15 - 2:30

Which subject does the student like?

Why doesn't the student like geography?

What does the student do after school?

When does the student study?

Where does the student study?

computer science

Spanish

geography

lunch

math

Spanish

It is difficult.

baseball

after baseball practice

at home

4

GRAMMAR



ACTIVITIES



ACTIVITY 4.3.14 - LISTEN

MAD Category Match

Listen to Adam and Elizabeth talk about their class schedule. In the chart, put the subjects below the correct person. Then, match each person's opinion next to the correct subject.

Adam: Hi, Elizabeth. What is your schedule this semester?

Elizabeth: I have my favorite class at the beginning of school.

Adam: Which class is your favorite?

Elizabeth: Music, of course.

Adam: My favorite class is math. It is fun because I like working with numbers.

Elizabeth: I don't have math this semester, but I do have a study hall at 12:55. It is easy because all I have to do in that class is my homework and study for my tests.

Adam: I have study hall at the end of the day, too. It's boring because I always do my homework at home. What do you have at 9:00?

Elizabeth: I have physics at 9:00.

Adam: I have physics at 7:20. I find physics really interesting. Do you?

Elizabeth: Not really. I find physics to be difficult.

Adam: And which subject do you have at 10:40?

Elizabeth: My third class is history. I find history boring, but I know it is important. Do you have history?

Adam: Not this year. I have geography instead. It is hard to remember so many names.

Elizabeth: When do you have geography?

Adam: I have it at 10:40.

Elizabeth's Schedule	Elizabeth's Opinion	Adam's Schedule	Adam's Opinion
music	favorite class	physics	interesting
physics	difficult	math	fun
history	boring	geography	hard
study hall	easy	study hall	boring



ACTIVITY 4.3.15 - SPEAK

MAD Open Recording

Record a short description of your schedule. Use ordinal numbers and times.

CONVERSATION



4

ACTIVITIES



ACTIVITY 4.3.16 - SPEAK: Complete the Schedule

LAD Pairing Activity

First, decide who is going to be **Partner A**, and who will be **Partner B**. Next, look at the items on the worksheet. Ask your partner for the information that you do not have. *Be careful with which open-ended question word you choose to get the information that you need. When you finish, compare your worksheets to make sure you filled in all the information correctly.

TEACHER NOTE: If you want to be able to listen to these conversations later, launch the recorder at the beginning of this activity and hit record.

Partner A's Worksheet

HOUR	CLASS INFORMATION
1 _____ - 8:35 a.m.	Class: English Teacher: _____ Classroom: 7
2 8:40 - 9:30 a.m.	Class: _____ Teacher: Mr. Moore Classroom: _____
3 9:40 - _____ a.m.	Class: Math Teacher: _____ Classroom: 25
4 10:35 - 11:25 a.m.	Class: Science - _____ Teacher: Mr. Smith Classroom: _____
5 11:30 a.m. - 12:20 p.m.	Class: Lunch Room: _____
6 _____ - 1:15 p.m.	Class: History Teacher: _____ Classroom: 42
7 1:20 - _____ p.m.	Class: Foreign Language - _____ Teacher: Ms. Taylor Classroom: 19
8 2:15 - 3:05 p.m.	Class: Art Teacher: _____ Classroom: _____

4

CONVERSATION



ACTIVITIES



ACTIVITY 4.3.16 - SPEAK (Continued)

LAD Pairing Activity

Partner B's Worksheet	
HOOR	CLASS INFORMATION
1 7:45 - 8:35 a.m.	Class: _____ Teacher: Mrs. Williams Classroom: _____
2 8:40 - _____ a.m.	Class: Physical Education Teacher: _____ Classroom: Gym
3 9:40 - 10:30 a.m.	Class: _____ Teacher: Mrs. Davis Classroom: _____
4 _____ - 11:25 a.m.	Class: Science - Biology Teacher: _____ Classroom: 33
5 _____ a.m. - 12:20 p.m.	Class: Lunch Room: Cafeteria
6 12:25 - 1:15 p.m.	Class: _____ Teacher: Mr. Jackson Classroom: _____
7 1:20 - 2:10 p.m.	Class: Foreign Language - French Teacher: _____ Classroom: _____
8 2:15 - _____ p.m.	Class: _____ Teacher: Mrs. Martin Classroom: 53

CONVERSATION



4

ACTIVITIES

ACTIVITY 4.3.17 - **SPEAK: Building Sentences****LAD** Pairing Activity (Group of 3 or 4)

Look at the words given and make as many sentence combinations as possible as a group. Listen carefully to your partners, and when it is your turn, try not to repeat any of the sentences. The teacher can record the answers on a sheet of paper or on the board.

TEACHER NOTE: If you want to be able to listen to these conversations later, launch the recorder at the beginning of this activity and hit record.

OR (**Presentation mode - whole class**) Look at the words given and make as many sentence combinations as possible as a class. Listen carefully to your classmates, and when it is your turn, try not to repeat any of the sentences. The teacher can record the answers on a sheet of paper or on the board.

First
Second
Then
After that
Next
In the morning
In the afternoon
Lastly
On Wednesdays
On Fridays

I have

no classes
science
history
lunch
music
phys ed.
art
math
language

at

noon.
1:30 p.m.
9:45 a.m.
11:15 a.m.
2:50 p.m.
8:10 a.m.
4:00 p.m.

4

INTRO

SECTION 1

SECTION 2

SECTION 3

LET'S TALK!

REVIEW & ASSESSMENT

READING



JACK'S SCHOOL SCHEDULE

ROBOTEL HIGH SCHOOL		STUDENT SCHEDULE FOR: Grade 11: Jones, Jack
BLOCK	SEMESTER 1 (Sept. 1st - Jan. 19th)	SEMESTER 2 (Jan. 20th - Jun. 9th)
1 7:20 - 8:43 a.m.	Class: Foreign Language - German Teacher: Mrs. Klein Classroom: 56	Class: Math - Statistics Teacher: Mrs. Komatz Classroom: 19
STUDY HALL 8:50 - 9:25 a.m.	Class: Advisement Teacher: Ms. Ronk Classroom: S-1	Class: Advisement Teacher: Ms. Ronk Classroom: S-1
2 9:32 - 10:55 a.m.	Class: Social Studies - History Teacher: Mr. Roth Classroom: 27	Class: Social Studies - History Teacher: Mr. Roth Classroom: 27
3 11:02 a.m. - 12:55 p.m.	Class: Science - Physics Teacher: Mr. Moeller Classroom: S-8 B Lunch	Class: Autos - Advanced Autos Teacher: Mr. Arndt Classroom: 40 C Lunch
4 1:02 - 2:25 p.m.	Class: English - English 11 Teacher: Ms. Brigham Classroom: 49	Class: Phys Ed. - Team Sports Teacher: Mr. Seely Classroom: Main Gym
5 ACTIVITIES	Soccer - Outside Field Fall - Every Day 2:30 - 3:30 p.m. National Honor Society 1 x a month 2:30 - 3:30 p.m. + monthly outings	Soccer - Outside Field Fall - Every Day 2:30 - 3:30 p.m. National Honor Society 1 x a month 2:30 - 3:30 p.m. + monthly outings
* Lunch Schedule		
Class 11:02 - 11:44 Class 11:02 - 12:25	(A Lunch 10:55 - 11:25) (B Lunch 11:44 - 12:09) (C Lunch 12:25 - 12:55)	Class 11:32 - 12:55 Class 12:14 - 12:55

READING



4

ACTIVITIES



ACTIVITY 4.3.18 - READ & WRITE

MAD Fill-in-the-Blanks

Read Jack's schedule and answer the questions accordingly. You do not need to type complete sentences.

- | | |
|---|---------------|
| 1. Which class does Jack have 2nd block Semester 2? | [history] |
| 2. Who is his teacher for physics? | [Mr. Moeller] |
| 3. When does English class start? | [1:02] p.m. |
| 4. Which foreign language does Jack have? | [German] |
| 5. What is the classroom number of his math class? | [19] |
| 6. Who is the teacher for phys ed.? | [Mr. Seely] |
| 7. When does 4th block end? | [2:25] p.m. |
| 8. What does Jack have before soccer practice 1st semester? | [English] |



ACTIVITY 4.3.19 - READ

MAD Sentence Jumble

Imagine a typical school day for Jack. Use the schedule to help you put the events in order.

1. At 6:45 a.m., Jack drives his car to school.
2. At 7:00 a.m., he meets with his history teacher to ask questions about the test.
3. Then, school begins at 7:20 a.m.
4. First, Jack has German with Mrs. Klein.
5. Next, he has study hall at 8:50 a.m.
6. After study hall, he has AP European history.
7. Lastly, he has English.
8. After school, Jack has soccer practice or goes home.

4

LET'S TALK!



VIDEO - LET'S GO TO SCHOOL!



LT 4.1 - LISTEN

(Available with or without captions.)

MAD Listening and Viewing

Watch the chapter video.

Kaitlyn: Hey, guys. Welcome back to school.

Jack: Hi, Emily. Hi, Kaitlyn. You guys remember Jason, right?

Kaitlyn: Yeah!

Emily: Of course. How are you?

Jason: Good, thanks. How are you guys?

Kaitlyn: I am tired. I'm not excited to be back at school. I love sleep!

Emily: I think it's boring just sitting at home with nothing to do for 10 weeks.

Jack: Well, I am helping Jason with his schedule.

Emily: Oh, what classes do you have?

Jason: First, I have social studies. Then, I have math. After that I have physical education, and then I have English.

Emily: Who do you have for your math teacher?

Jason: Mrs. Meyer.

Emily: Me too!

Jason: Speaking of math, does anybody have a calculator I can borrow for today? I have to buy my school supplies still.

Jack: Yeah, I have one you can borrow.

Jason: Thanks!

Kaitlyn: Jason, wait, who do you have for social studies first hour?

Jason: Mr. Ebert.

Kaitlyn: Oh, too bad. I have Ms. Swanson.

Jack: What time do you guys have lunch?

Emily: I have lunch at 10:55.

Kaitlyn: I have lunch at 11:45.

Jason: I have lunch with you, Kaitlyn.

Jack: Emily, I think I have lunch with you.

Emily: Oh! Lucky me!

Jack: Nice! Jason, what are you doing after school today?

Jason: There is a soccer meeting. I am trying out for the team.

Jack: Well, I could be on the same team as you, if you make the team.

Emily: Haha!

Kaitlyn: Jason, you should come to choir club. We could use more guys!

Jason: What time does choir start?

Kaitlyn: Um, it's at 2:30.

Jason: I'll probably be able to make it. Soccer doesn't start until 3:30.

Kaitlyn: Perfect. See you then.

Emily: Well, I think the bell is about to ring. I hope everyone has a good first day.

Jack: Yeah, you too.

Emily: Alright, see you guys.

Kaitlyn: See ya.

LET'S TALK!



4

ACTIVITIES



LT 4.2 - LISTEN

MAD Multiple Choice

Answer questions about the video.

- Why is Kaitlyn not excited that school is starting?
 - She is bored in summer.
 - She is tired and likes sleep.**
 - She doesn't like homework.
- Why is Emily excited that school is starting?
 - She is bored in summer.**
 - She is tired and likes sleep.
 - She doesn't like homework.
- Who has the same math class as Jason?
 - Kaitlyn
 - Emily**
 - Jack
- Who has a calculator for Jason to use/borrow today?
 - Kaitlyn
 - Emily
 - Jack**
- Who has the same lunch as Kaitlyn?
 - Emily
 - Jason**
 - Jack
- Who has the same lunch as Jack?
 - Emily**
 - Jason
 - Kaitlyn
- Which of the following sports is Jason trying out for after school?
 - soccer**
 - basketball
 - baseball
- Which club/activity does Kaitlyn invite Jason to join?
 - soccer
 - basketball
 - choir**



LT 4.3 - LISTEN & WRITE

MAD Fill-in-the-Blanks

Something is false about each statement. Change the word(s) marked between the two asterisks (*) to make the sentences true.

- Kaitlyn is *excited* that school is starting. **[not excited]**
- Emily thinks that sitting at home for 10 weeks of summer break is *fun*. **[boring]**
- *Kaitlyn* is helping Jason with his school schedule. **[Jack]**
- Emily and Jason have the same *history* class. **[math]**
- Jason needs to borrow a *pencil* for math class. **[calculator]**
- Jack has the same *class* as Emily. **[lunch]**
- Jason is trying out for the soccer team *before* school. **[after]**

4

LET'S TALK!



INTERVIEWS - LET'S TALK ABOUT SCHEDULES!



LT 4.4 - LISTEN

MAD Listening & Viewing

Listen to the following students talk about themselves.

Note: The interview answers are unscripted responses to a question. You may notice some grammatical errors, so please keep in mind that these are authentic responses.



Emari



Mitchell



Tiffany



LT 4.5 - LISTEN & WRITE

MAD Fill-in-the-Blanks

Listen to the following students talk about themselves. Fill in the blanks with words that are missing in their interview. Watch spelling and capitalization if it is the beginning of a sentence.

Emari: "In [school], I predominantly have all theater and German [classes], so that is what my [schedule] is taken up of. My favorite subject is [German] because no matter what happens when you walk in, it's like you still [learn] something new every day. The [subject] that I dislike the most is probably German [because] you learn something new every day. I do not have any after school extracurriculars. I am the senior props picker for theater at my school."

Mitchell: "I start off my day with gym, and then I go to [math] afterwards, followed by marketing and then communication arts. I [like] math the most because that's what I'd like to pursue later in life. That's the career I would like to follow. I [don't] really like social studies because I just find it [boring]. I do track and cross country, and I ump [after] school."

Tiffany: "In the [morning], I [start] out with honors European Literature, and then I go to AP European [history], then I have [lunch], and [then] Pre-Calc 2 and then gym. One [subject] I dislike is [science] because I really suck at it. I'm in German Club and track after school. And my job after school is I am a barista at a coffee shop."

LET'S TALK!



4

ACTIVITIES



LT 4.6 - LISTEN

MAD Multiple Choice

Listen to the student interviews again and answer which person said the statement.

1. I like math.

A. Emari

B. Mitchell

C. Tiffany

2. I like and dislike German.

A. Emari

B. Mitchell

C. Tiffany

3. I dislike science.

A. Emari

B. Mitchell

C. Tiffany

4. I am in track after school.

A. Mitchell

B. Tiffany

C. Both Mitchell and Tiffany

5. I do not have any activities after school.

A. Emari

B. Mitchell

C. Tiffany

4

REVIEW & ASSESSMENT



REVIEW: SELF-EVALUATION

How well do I understand the topic?

I CAN...	Additional Practice Review (R)	Refer to... (Page = P.)			
1. use prepositions to describe location of school supplies in a classroom.	R. 4	P. 4-8			
2. discuss classes and class schedules.	R. 1, 2, 4, 5, 6, 7	Section 2 P. 4-31, 4-32			
3. use demonstrative adjectives.	R. 3	P. 4-11			
4. use ordinal numbers.	R. 6, 7	P. 4-20			
5. ask and answer open ended questions.	R. 4, 5, 7	P. 4-24, 4-35			



R1 - LISTENING 1

MAD Category Match

Listen to the following days and times that the students have class. Match the class with the correct day and time.

For example: **You hear:** I have math on Monday at nine forty-five in the morning.

You drag and drop:

CLASS	TIME	DAY
math	9:45 a.m.	Monday

1. We have phys ed. on Monday and Wednesday at three in the afternoon.
2. They have music class at noon on Thursday.
3. He has biology every day at half past ten.
4. I have computer science on Friday at one forty-five.
5. You have art on Tuesday and Thursday at twenty to nine.

CLASS	TIME	DAY
physical education	3:00 p.m.	Monday and Wednesday
music	12:00 p.m.	Thursday
biology	10:30 a.m.	Monday - Friday
computer science	1:45 p.m.	Friday
art	8:40 a.m.	Tuesday and Thursday

REVIEW & ASSESSMENT



4

REVIEW ACTIVITIES



R2 - LISTENING 2

MAD Fill-in-the-Blanks

Listen to the following student talk about herself and the chapter topic. Fill in the blanks with words that are missing in her interview.



Kaitlyn: "For my school [**schedule**], I [**first**] have English, then I have [**math**], after that I have science. [**Lastly**], I have social studies. My [**favorite**] subject would be English [**because**] I really enjoy poetry. I dislike [**science**] because I am very bad at all the calculations, so that would also include math in that disliking as well probably. [**After**] [**school**] activities, I am on the poms team, which is also considered a dance [**team**], and I am in multiple clubs. I also have a job at a local retail store."



R3 - GRAMMAR 1

MAD Fill-in-the-Blanks

Look at the picture and the word 'here' or 'there'. Then, fill in the blank with the correct demonstrative adjective and vocabulary word.

For example: You see:



(there)

You type: [**those classmates**]

1.



(there) [**those pencils**]

5.



(there) [**those notebooks**]

2.



(there) [**that chair**]

6.



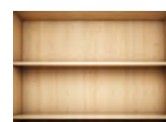
(there) [**that board**]

3.



(here) [**these backpacks**]

7.



(here) [**this bookshelf**]

4.



(here) [**this teacher**]

4

INTRO

SECTION 1

SECTION 2

SECTION 3

LET'S TALK!

REVIEW & ASSESSMENT

REVIEW & ASSESSMENT



REVIEW ACTIVITIES



R4 - GRAMMAR 2

MAD Open Recording

Look at the picture and answer the following questions using complete sentences.

Teachers, answers will vary.

1. What is the teacher's name?
2. What time is it?
3. Which subject does this teacher teach?
4. Where are the books?
5. Where is the calculator?
6. Where is the backpack?

The teacher's name is Mr. Block.

It is 3:00 p.m.

This teacher teaches Chemistry.

The books are under the desk.

The calculator is on the desk.

The backpack is on the chair.



REVIEW & ASSESSMENT



4

REVIEW ACTIVITIES



R5 - READING

ROBOTEL HIGH SCHOOL		STUDENT SCHEDULE FOR: Grade 11: Miles, Kaitlyn
BLOCK	SEMESTER 1 (Sept. 1st - Jan. 19th)	SEMESTER 2 (Jan. 20th - Jun. 9th)
1 7:20 - 8:43 a.m.	Class: Social Studies - Sociology Teacher: Ms. Swanson Classroom: 29	Class: Band Teacher: Mr. Waite Classroom: 40
STUDY HALL 8:50 - 9:25 a.m.	Class: Advisement Teacher: Mrs. Jensen Classroom: 12	Class: Advisement Teacher: Mrs. Jensen Classroom: 12
2 9:32 - 10:55 a.m.	Class: Mathematics - Statistics Teacher: Ms. Gielow Classroom: 20	Class: English - English 11 Teacher: Ms. Brigham Classroom: 49
3 11:02 a.m. - 12:55 p.m.	Class: Art - Stained Glass Teacher: Mrs. Belot Classroom: 40 B Lunch	Class: Science - Physics Teacher: Mr. Moeller Classroom: S-8 B Lunch
4 1:02 - 2:25 p.m.	Class: Foreign Language - Spanish Teacher: Mrs. Kempf Classroom: 33	Class: Phys Ed. - Personal Fitness Teacher: Mrs. Block Classroom: Gym
5 ACTIVITIES	Choir - Choir Room Every Day 2:30 - 3:30 p.m. Dance - Cafeteria 4 x a week practice and 2 games	Choir - Choir Room Every Day 2:30 - 3:30 p.m. Dance - Cafeteria 4 x a week practice and 2 games
* Lunch Schedule Class 11:02 - 11:44 Class 11:02 - 12:25	(A Lunch 10:55 - 11:25) (B Lunch 11:44 - 12:09) (C Lunch 12:25 - 12:55)	Class 11:32 - 12:55 Class 12:14 - 12:55

4

REVIEW & ASSESSMENT



REVIEW ACTIVITIES



R5 - READING (Continued)

MAD Fill-in-the-Blanks

Read the schedule and answer the questions according to what you read.

You do not need to type complete sentences.

1. Which class does Kaitlyn have 3rd block Semester 2? [physics]
2. Who is her teacher for art? [Mrs. Belot]
3. When does her physical education class start? [1:02]
4. Which foreign language does Kaitlyn have? [Spanish]
5. What is the classroom number of her math class? [20]
6. Who is the teacher for her physics class? [Mr. Moeller]
7. What time does study hall end? [9:25]



R6 - WRITING

MAD Open Text

Write a short description about the schedule you see. Write as if it is your class schedule.

Use a mixture of times and ordinal numbers when possible.



R7 - SPEAKING

MAD Open Recording

Pretend this is your school schedule. Answer the questions below about your schedule.

8:00 - 9:15	Mandarin
9:30 - 10:45	Study Hall
11:00 - 12:15	History
12:30 - 1:00	Lunch
1:15 - 2:30	Phys Ed.

1. What is your schedule? (Use ordinal numbers.)
2. When does your phys ed. class start?
3. When does your study hall end?
4. Do you like history class? Why or why not?
5. Which is your favorite class? Why?
6. In which class do you get a lot of homework?

REVIEW & ASSESSMENT



4

ASSESSMENT



PROJECT 1

(Optional: Refer to the Rubric Section.)

LAD Pairing Activity

With a partner, make a skit talking about your favorite classes, classes that you don't like, and your class schedules.



PROJECT 2

(Optional: Refer to the Rubric Section.)

LAD Presentation

With a partner, pick one of the other English-speaking countries and research the education system. Give a brief presentation about the education system (use as much English as you can - but there may be words that you do not know and things you do not know how to say in your own language). The point of this project is to show how your school system and this English-speaking country's school system are the same and different.



LISTENING 1

MAD Category Match

Listen to the following days and times that the students have classes. Match the class with the correct day and time.

	CLASS	TIME	DAY
EXAMPLE	physical education	3:00 p.m.	Monday and Wednesday

1. Her geography class is on Tuesday and Thursday at a quarter after one.
2. They have chemistry on Wednesday at seven ten a.m.
3. My math class is every day at eight thirty a.m.
4. He has English on Monday at eleven in the morning.
5. I have history on Tuesday at six o'clock in the evening.

	CLASS	TIME	DAY
1	geography	1:15 p.m.	Tuesday and Thursday
2	chemistry	7:10 a.m.	Wednesday
3	math	8:30 a.m.	Monday - Friday
4	English	11:00 a.m.	Monday
5	history	6:00 p.m.	Tuesday

4

REVIEW & ASSESSMENT



ASSESSMENT



LISTENING 2

MAD Fill-in-the-Blanks

Listen to the following student talk about himself and the chapter topic. Fill in the blanks with words that are missing in his interview.




Jack: "For my school [**schedule**], first off in the mornings, I have [**math**] at 8:00 a.m. Then, I have [**chemistry**] at 10:00. Then, at [**12:00**], I have my writing [**class**]. My [**favorite**] subjects in school are between math and speech. [**Those**] are my two favorite subjects [**because**] I am best at them. The [**subject**] I dislike is writing because I don't like writing. I am not in any clubs, but [**after**] school I like to fix a lot of old cars and work on cars. For a job, I work at a car wash."



GRAMMAR 1

MAD Fill-in-the-Blanks

Look at the picture and the word 'here' or 'there'. Then fill in the blank with the correct demonstrative adjective and the vocabulary word.

1.  (here) [**these pens**]


2.  (there) [**that eraser**]

3.  (there) [**those binders**]

4.  (here) [**this backpack**]

5.  (here) [**these textbooks**]

6.  (there) [**that calculator**]

7.  (here) [**this map**]

REVIEW & ASSESSMENT



4

ASSESSMENT



GRAMMAR 2

MAD Open Recording

Look at the picture and answer the following questions using complete sentences.

Teachers, answers will vary.

1. What is the teacher's name?
2. What time is it?
3. Which subject does this teacher teach?
4. Where is the textbook?
5. Where are the students?
6. Where is the teacher's desk?

The teacher's name is Mr. Fred Brown.

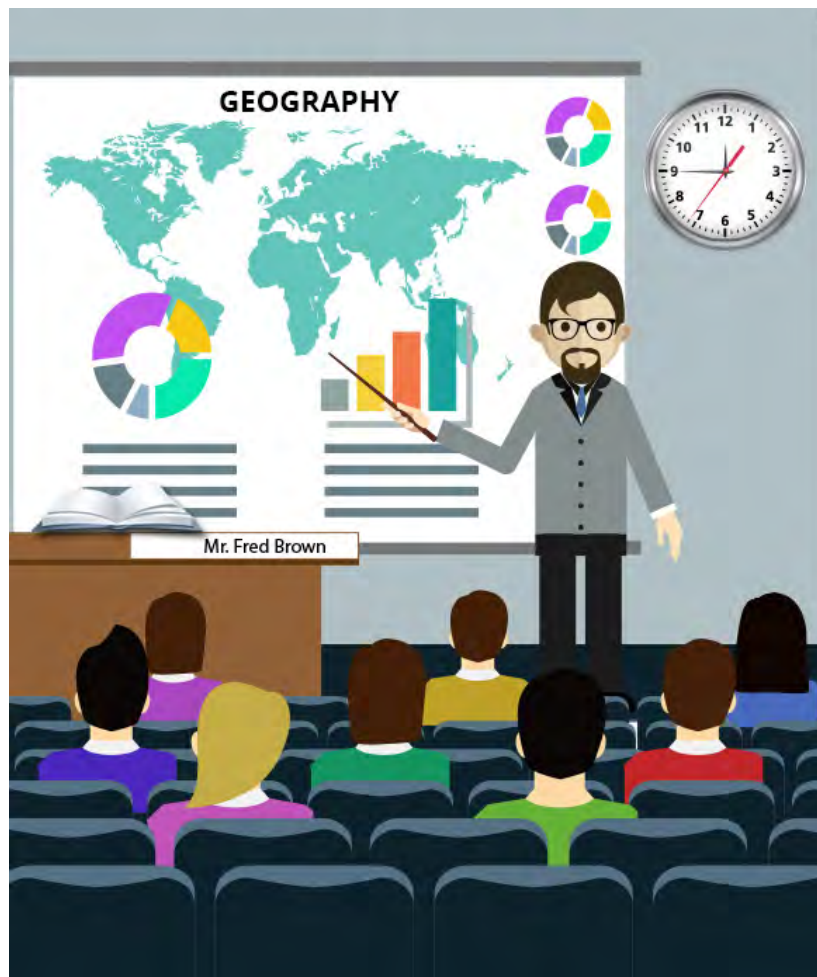
It is 11:45 a.m.

This teacher teaches geography.

The textbook is on the desk.

The students are in the classroom.

The teacher's desk is under the board.



4

INTRO

SECTION 1

SECTION 2

SECTION 3

LET'S TALK!

REVIEW & ASSESSMENT

REVIEW & ASSESSMENT



ASSESSMENT



READING

ROBOTEL HIGH SCHOOL		STUDENT SCHEDULE FOR: Grade 12: Fields, Emily
BLOCK	SEMESTER 1 (Sept. 1st - Jan. 19th)	SEMESTER 2 (Jan. 20th - Jun. 9th)
1 7:20 - 8:43 a.m.	Class: Art - Jewelry Making Teacher: Mrs. Belot Classroom: 40	Class: Art - Sculpture Teacher: Mrs. Belot Classroom: 40
STUDY HALL 8:50 - 9:25 a.m.	Class: Advisement Teacher: Mr. Krill Classroom: 6	Class: Advisement Teacher: Mr. Krill Classroom: 6
2 9:32 - 10:55 a.m.	Class: Mathematics - Calculus Teacher: Mrs. Meyers Classroom: 15	Class: Social Studies - US History Teacher: Mr. Ebert Classroom: 28
3 11:02 a.m. - 12:55 p.m.	Class: Music Teacher: Mrs. Mascetti Classroom: 49 A Lunch	Class: English - English 11 Teacher: Mrs. Brigham Classroom: 49 A Lunch
4 1:02 - 2:25 p.m.	Class: Phys Ed. - Personal Fitness Teacher: Mrs. Block Classroom: Main Gym	Class: Foreign Language - German Teacher: Mrs. Klein Classroom: 33
5 ACTIVITIES	Soccer - Outside Fields Spring - Every Day 2:30 - 3:30 p.m. Spanish Club - Little Theater 1 x a month 2:30 - 3:30 p.m. + monthly outings	Soccer - Outside Fields Spring - Every Day 2:30 - 3:30 p.m. Spanish Club - Little Theater 1 x a month 2:30 - 3:30 p.m. + monthly outings
* Lunch Schedule Class 11:02 - 11:44 Class 11:02 - 12:25	(A Lunch 10:55 - 11:25) (B Lunch 11:44 - 12:09) (C Lunch 12:25 - 12:55)	Class 11:32 - 12:55 Class 12:14 - 12:55

REVIEW & ASSESSMENT



ASSESSMENT



READING (Continued)

MAD Fill-in-the-Blanks

Read the schedule and answer the questions according to what you read.

You do not need to type complete sentences.

- | | |
|--|---------------|
| 1. Which class does Emily have 3rd block Semester 1? | [music] |
| 2. Who is her teacher for history? | [Mr. Ebert] |
| 3. When does her math class start? | [9:32] |
| 4. Which foreign language does Emily have? | [German] |
| 5. What is the classroom number of her study hall? | [6] |
| 6. Who is the teacher for English class? | [Ms. Brigham] |
| 7. When does art class end? | [8:43] |



WRITING

MAD Open Text

Write a short description about the schedule you see. Write as if it is your class schedule.

Use a mixture of times and ordinal numbers when possible.



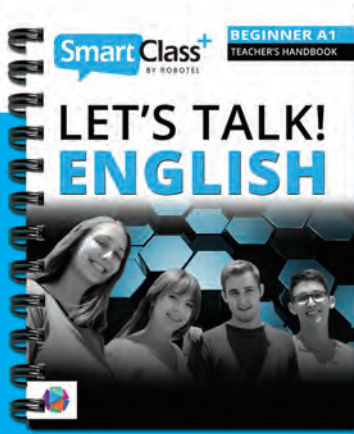
SPEAKING

MAD Open Recording

Pretend this is your school schedule. Answer the questions about your schedule.

8:00 - 9:15	English
9:30 - 10:45	Art
11:00 - 12:15	Chemistry
12:30 - 1:00	Lunch
1:15 - 2:30	History

1. What is your schedule? (Use ordinal numbers.)
2. When does your lunch start?
3. When does your English class end?
4. Do you like chemistry class? Why or why not?
5. Which is your favorite class? Why?
6. In which class do you have a lot of tests or projects?



LEVEL A2

LEVEL B1

LEVEL B2

LEVEL C1

LET'S TALK! ENGLISH

- ✓ Five courses, (CEFR proficiency levels A1, A2, B1, B2, C1), each with over **400 activities** representing **75-100 hours** of practice per course.
- ✓ Courses have a **350-page Teacher's Handbook**. Students use a paperless all-electronic approach.
- ✓ More than 50-pages of photocopiable handouts are provided to facilitate classroom activities like **pairing activities**, **group-work**, and **games**.
- ✓ **Engage and motivate** your students to develop their speaking, listening, writing & reading skills.
- ✓ Focus on speaking practice with recording and pronunciation exercises – using **speech recognition** that provides instant feedback.
- ✓ **Let's Talk!** uniquely combines modern communicative pedagogy with **SmartClass+** digital interactive, multimedia technology.
- ✓ Support **Any-time** – **Any-place** – **Any-device** learning flexibility.

SmartClass+
BY ROBOTEL
www.robotel.com

