



LEVEL 1
LESSON 52
TAKING
CHANCES

Topics

Taking risks
Discussing feelings
Describing accomplishments

Prepare Before Class

Photos of local celebrities who made their childhood dreams come true (optional)
Movie posters from different kinds of movies

Learning Strategy

Evaluate

Goals

Grammar: Review verb tenses; Phrasal verbs
Speaking: Phrasal verbs
Pronunciation: Pronounce the blended form of “sit down”

Day 1

Introduce the Lesson Topic

Tell students, “Today we will learn about taking risks. Ask students, “Do you know someone who often tries new things?” Give an example of someone from your local culture or a famous person like Bill Gates, Richard Branson, Jeff Bezos, or Elon Musk. “When we talk about doing something and we don’t know for sure it will be a good choice, we call it ‘taking chances.’ What do you think about taking chances in your own life? Have you done it? Do you want to do it in the future?” Instruct students to turn to their neighbor and give their answer.

Ask for volunteers to share with the rest of the class. Explain, “In today’s lesson, we are going to see Anna taking a chance on a new career.”

Teach Key Words

Have students listen to the Speaking Practice video and say the new words for this lesson or repeat them after you.

Speaking Practice

After the key words, the video teaches about phrasal verbs.

Speaking Practice Script – Lesson 52

1. In this lesson Kelly and Anna use some new phrasal verbs. They are made up of a verb and a preposition, an adverb, or both.

VERB + preposition

VERB + adverb

VERB + adverb + preposition

The problem with phrasal verbs in English is that you may know the words, but still may not understand the meaning of the phrasal verb. For example, one meaning of the phrasal verb “take off” is to make quick progress. But knowing the meanings of “take” and “off” do not help you to understand this phrasal verb.

Kelly uses the phrasal verb “take off” to talk about Anna’s career.

Kelly: Well, today we will meet a woman and -- her acting career has really taken off.

2. The best way to learn phrasal verbs in English is to begin to notice them in sentences you hear or see. First try to guess the meaning, Then check the meaning by asking the teacher or using an online dictionary.

Keep a list of the ones you want to remember and use them often when you write or speak English. Soon you will feel comfortable using them.

Use a phrasal verb from this lesson that means “return to a place” to complete this sentence.

After Anna goes to Hollywood, she will _____ to Washington DC. (come back)

Day 2

Present the Conversation

Tell students that the video will show Anna in a television interview with Director Kelly. Play the video or ask a few students to read the conversation. Tell students to respond when there are pauses in the video.

Main Video Script – Lesson 52

1. Listen:

Anna’s acting career has really taken off.

Speak:

Anna’s acting career has really _____ .
(taken off)

2. Listen:

I had to find out how to get around the city.

Speak:

I had to _____ how to _____ the city. (find out, get around)

Ask students to find the places in the conversation when Anna or Kelly use phrasal verbs.

Write them on the board or a shared screen:

... her acting career has really taken off.

I had to find out what it was like to BE a tree in the world

... and how to get around the city.

I'll make the movies and then come back.

Explain, "Groups of two or three words that work as verbs are called phrasal verbs. They are made up of a verb and a preposition, an adverb, or both."

Pronunciation Practice

The Pronunciation Practice video teaches about the blend of two words in the phrase "sit down."

Pronunciation Practice Video Script – Lesson 52

1. When American English speakers say the phrase "sit down" quickly it sounds like "siddown."

Listen to Kelly ask Anna to sit down.

Kelly: Please, please, sit down.

2. Now you try it. Say the words "sit down" quickly in this sentence.

Speak:

I have been walking all day. I need to sit down (/siddown/) soon.

Learning Strategy

Introduced the strategy evaluate. Say, "Now that we are at the end of this course, we can look back at what we have done, and look forward to what we want to do."

"At the end of a school term, or the beginning of a new year at work, we often evaluate -- which means, we think about what we did well and what we can do better. Turn to your neighbor and answer these questions:"

"How do you feel now that we have studied English with Let's Learn English for 52 lessons? What worked for YOU to learn English? Did you like learning new strategies every week? Did you like the games and activities we have done together?"

Give students time to tell their neighbor their answer. Ask some volunteers to share their answers with the class.

Activity

Before the class, make sure you understand the instructions on the activity sheet.

Point out how Anna used the strategy evaluate by asking, “At the end of the conversation in this lesson, what does Anna talk about? Give students time to respond. Possible answers may include:

- That her family is proud of her
- How she was not happy about her life recently
- The fact that she has taken chances
- How she will never stop trying

Explain, “Can you say in one word what she is doing?” Give students a chance to say what they think.

Respond to students and confirm, “Anna was evaluating her recent life. When we evaluate we think about what we have done, what has happened to us, and what we want for our future. How does that connect to learning English? You can evaluate yourself, of course, by asking, am I looking for all of the ways I can practice outside of class? You can also evaluate the strategies you are using to learn.

Say, “Ask yourself, ‘Am I using the strategies I learned in class? Which ones help me the most with learning English?’”

If you have listed strategies somewhere on the wall of your classroom, refer to the list. Or show the pages listing strategies from the end of this lesson on a shared screen.

Conclude, “We’re going to practice evaluating today while we are using the new phrasal verbs.”

Give students the Activity Sheet. Explain, “At the top of the sheet, complete the phrasal verbs by writing a verb, an adverb, or a preposition in the blank.”

When students have finished, ask several volunteers to read the phrasal verbs aloud. Check understanding by asking students to use each one in a sentence.

Introduce the second activity. “Let’s imagine that we will make some movies, just like Anna.” Have students form pairs for the activity. Ask two students to stand at the front of the room to demonstrate.

“First, let’s listen to the sample conversation.” Have the volunteer students demonstrate.

Continue, “Did you notice them evaluating in their conversation?”

Point out the phrases,

I like animals

I like science.

Ask, “What were the phrasal verbs they used? (‘I can get around on a fast horse’ and ‘I’m going to find out about other worlds’) Could they use another phrasal verb? For example, you could say, ‘If I am in a science fiction movie, I will watch out for aliens.’

Now, think about your own strong points. What do you like to do? What kind of movie would you like to be in? Tell your partner, then make a sentence with a phrasal verb, too. Write your sentences below the picture.”

Check to see if the pairs are able to make sentences about the movie genres. Remind students to evaluate as they think about their strong points.

Day 4

Listening Quiz

Give each student a paper copy of the listening quiz. Play each question’s video and pause for students to answer. Ask students to choose the correct answer.

If not using the video, read the sentences below aloud.

1. Kelly says, Many people dream of becoming actors. But very often, those dreams don’t come true. Well, today we will meet a woman and -- her acting career has really taken off. In fact, she acted in my play, “The Woods Are Alive!”
2. Anna says, “Kelly, I will be acting in three movies.” Kelly says, “Let me guess -- you’re playing a tree in all of them!”
3. Kelly asks, “So, tell me, will you be moving to Hollywood for a career in movies? Anna answers, “No. I’ll make the movies and then come back. Washington, D.C. is my home.”
4. Kelly says, “I’m sure your family is very proud.” Then Anna says, “Yes, they are. You know, Kelly, not too long ago, I didn’t feel very good about my life. I had to make a change. So, I took some chances. Sometimes I succeeded. Sometimes I failed. But I will never stop trying.”

Collect the papers or ask students to trade papers and check the answers together.

Writing

Discuss the key words that may be used for the topic. Write some of them on the board for students to use in their written work. Write the writing topic on the board:

Have you ever taken chances to learn something new or to meet your goal? Write about a chance you took and how it helped you to learn or do something important to you.

Give the writing assignment as an in-class activity or homework.

If an in-class activity, ask a few students to share their writing with the class. They can read from their papers or summarize what they wrote.

Resources

Conversation

- Anna: Hello, it's Anna! I did it - Washington, D.C. is my home. Looking back over the past year, I've done so many amazing things! I have met people from all over the world. I've made many good friends. And I have a great job! And I've taken a lot of chances. And now I have some really big news! Wait for it... and 3, 2, 1...
- Kelly: Hello and welcome to "Around the Corner and Across the Street from the Actor's Studio!" Many people dream of becoming actors. But very often, those dreams don't come true.
- Kelly: Well, today we will meet a woman and -- her acting career has really taken off. In fact, she acted in my play, "The Woods Are Alive!" Oh. She really brought the part of Tree Number 15 to life! Let's give a warm welcome to Anna Matteo!
- Anna: Thank you. Thank you so much for having me here.
- Kelly: Please, please, sit down. Here, here, let me help you.
- Anna: Thanks. Thanks. Wow, it is great to see you again, Director Kelly!
- Kelly: It's great to see you too, Anna. I see you are still wearing your tree costume. Does this have anything to do with your big news?
- Anna: Yes. Yes, it does.
- Kelly: Well, Anna, please share that news with us.
- Anna: Kelly, I will be acting in three movies.
- Kelly: That is amazing! Anna, tell us more.
- Anna: Well, the first is a science fiction movie. The second is a romantic comedy. And the third is an action movie.
- Kelly: That is so great! Let me guess -- you're playing a tree in all of them!
- Anna: Yes! This is what happened. To prepare for your play, I had to find out what it was like to BE a tree in the world. I had to find out where to eat, where to shop, where to meet people and how to get around the city.
- Kelly: Amazing. I think big things are going to happen for you, Anna. So, tell me, will you be moving to Hollywood for a career in movies?
- Anna: No. I'll make the movies and then come back. Washington, D.C. is my home.
- Kelly: I'm sure your family is very proud.
- Anna: Yes, they are. You know, Kelly, not too long ago, I didn't feel very good about my life. I had to make a change. So, I took some chances. Sometimes I succeeded. Sometimes I failed. But I will never stop trying.
- Kelly: Well, thank you for sharing your news and so much more with us, Anna.
- Kelly: Until next time ...

Key Words

action movie - *n.* a movie with events that happen quickly and that cause feelings of danger and excitement

bring to life - *phrase.* make or become active, lively, or interesting

career - *n.* a job or profession that someone does for a long time

come back - *phrasal verb.* to return to a place

fail - *v.* to not succeed or to end without success

find out - *phrasal verb.* to learn (something) by making an effort

get around - *phrasal verb.* to go, walk, or travel to different places

prepare - *v.* to make yourself ready for something that you will be doing or something that you expect to happen

proud - *adj.* very happy and pleased because of something you have done, something you own, or someone you know or are related to

romantic comedy - *n.* a movie or play that deals with love in a light, humorous way

science fiction - *n.* a kind of story about how people and societies are affected by imaginary scientific developments in the future

share - *v.* to tell someone about (your feelings, opinions, or thoughts)

take chances - *phrase.* to do things even though there could be good or bad results

take off - *phrasal verb.* make great progress

Quiz - Level 1, Lesson 52 - Taking Chances

Listen. Circle the letter of the correct answer.

1. What does Kelly tell us about Anna?

- a. Anna wrote a play called, "The Woods Are Alive!"
- b. She played a tree and her career is making good progress.
- c. Anna's dream of a career as an actor did not come true.
- d. She is taking off some time from work.

3. Where will Anna make her movies?

- a. She will make her movies at home in Washington, D.C.
- b. She will make her movies and then return to Washington, D.C.
- c. She will go to Hollywood to live and make her movies.
- d. She will not leave her home to make her movies.

2. What does Anna say about movies?

- a. She is playing a tree in three movies.
- b. Anna saw an action movie yesterday.
- c. She is interested in science fiction movies.
- d. Anna loves romantic comedies.

4. What strategy is Anna using in this video?

- a. Act it out
- b. Monitor
- c. Evaluate
- d. Predict

STEP 1

Make phrasal verbs by writing a verb, adverb or preposition in the blank.
Use the words in the box below.

find

come

~~out~~

off

get

watch out _____ back _____ out _____ around take _____

STEP 2

What kind of movie star would you like to be?
Evaluate your strong points.
Choose a kind of movie. Tell your partner about what you will play in the movie.
Then use a phrasal verb to talk about the movie.
Write the sentences you say in the boxes below the pictures.

Science Fiction Movie



Action Movie



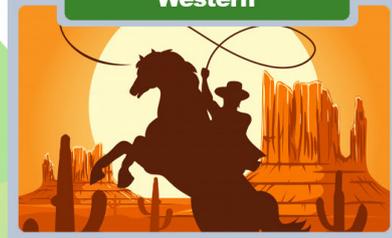
Romantic Comedy



I like animals.
So I will be a
cowgirl in a
western movie.
I can get
around on a
fast horse.



Western





LEVEL 1 **ADDITIONAL** **RESOURCES**

VOA Learning English

Other VOA Learning English Courses

Let's Teach English

The Let's Teach English video series offers free online training for English language educators worldwide.

Let's Learn English - Level 2

The Level 2 course of Let's Learn English has 30 lessons.

On the VOA Learning English Website

VOA English Challenge Test

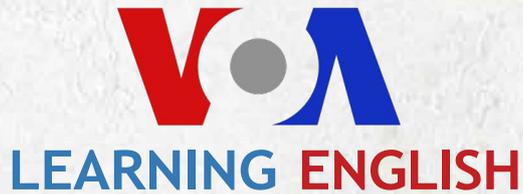
The EF Standard English Test is a free standardized English test developed by EF Education First. The test gives a CEFR score from A1 - C2. Let's Learn English Level 1 is good for learners from level A2 to B1. Let's Learn English Level 2 is good for learners from level B2 to C1.

Learning English Word Book

A 1500-word dictionary is available on our website in the form of a downloadable book.

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Acting Director, Voice of America.

Hai Do

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