



LEVEL 1
LESSON 40
THE WOODS ARE
ALIVE

Topics Describing people's actions Asking for & giving feedback	Prepare Before Class "Substitute" handout Diaphragm breathing illustration
Learning Strategy Self-evaluate	Goals Grammar: Adverbs (loudly, quietly, slowly); comparatives of adverbs (more seriously) Speaking: Asking for and giving feedback Pronunciation: Projecting when public speaking

Day 1

Introduce the Lesson Topic

Ask students, "At the beginning of a new year, or when you begin a new school year, do you tell yourself how you will do better or differently?" Give students time to respond.

Continue, "In English this is called making a resolution. We talk about making New Year's resolutions." Give several examples like doing better in school, reading more books, helping neighbors, eating healthy food, exercising more or making more money.

Continue, "We have talked about evaluating already in these classes. We evaluated what we liked or didn't like about things like holiday sweaters. Today, we will talk about evaluating ourselves."

Say, "Often, at the end of the year, we look back and think, 'How well did I do?' and 'How can I do better?' What do you want to do differently or better in the coming year?" Ask several students to share their resolutions for the coming year.

Teach Key Words

Have students listen to the Speaking Practice video and say the new words for this lesson or repeat them after you. After the key words, the video teaches about asking for feedback.

Speaking Practice Script – Lesson 40

1. When you were speaking English, you can ask others to help you evaluate your speaking ability. Listen to Anna asking the director for feedback again.

Anna: Director, how am I doing?

When we ask about our work we should listen carefully to the information, or feedback that others give us.

2. In this lesson, Anna listens to the director and offers to try again.

Anna: "Yes I will."

Director: Okay Anna, You said that line really late. You need to say it earlier.

Anna: Sorry. Sorry. Let me try again.

Now you try it. Ask us how your English is.

Speak:

How am I doing can you understand my English?

Listen:

You're doing great! Keep studying with Let's Learn English!

Present the Conversation

Tell students that the video will show Anna trying something new. She auditions (tries to get hired to act) for a play. 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 40

1. Listen:

You are speaking too softly.

Speak:

You are speaking too _____. (softly)

2. Listen:

Walk slowly and quietly

Speak:

Walk _____ and _____. (slowly, quietly)

Pronunciation Practice

The Pronunciation Practice video teaches about a way to make your voice sound more confident when you speak to a group.

Pronunciation Practice Video Script – Lesson 40

1. In this lesson you see Anna trying to become an actor in a play. The director gives her advice.

Director: Now, say your line.

Anna: 'What was that? Hello. Is someone there?'

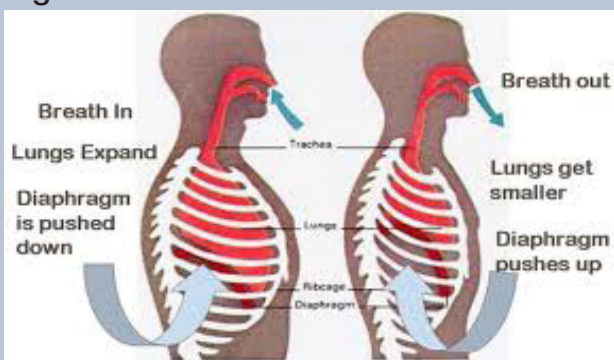
Director: Anna, you are speaking too softly. Can you speak more loudly and a little more, um, seriously?

Often English teachers ask students to give a class presentation. As adults, we may need to give a formal speech.

To speak well to a group, you must learn to talk at a louder level and send your voice farther.

2. One way to improve is to use a part of the body called the diaphragm. Here's a picture of how this muscle works.

Dr. Jill: Many English learners are afraid to speak loudly, That's because they are not sure that what they are saying is correct. When you speak in front of a group you should practice many times so you are more confident about what you are saying. Then, you can learn to speak from the diaphragm, the muscle that pushes the air out of your lungs.



3. Phil: You can learn to speak from your diaphragm. This will help you to send your voice out clearly and loudly So that your audience can hear you better.

Phil: As an exercise stand up straight and put your hand on your abdomen. Feel it go in and out when you breathe.

Dr. Jill: Breathe in and count to five. One, two, three, four, five. Breathe out and say ahh.

Phil: Ahhhh.

Dr. Jill: One, two, three, four, five.

Phil: Do you feel relaxed? You want to be breathing and speaking from that relaxed state.

4. Dr. Jill: Now you try it. Say this sentence as if you were speaking to your friend in the next seat.

Phill: I'm working hard to improve my English.

Dr. Jill: Now say it as if your friend is on the other side of a large room. Use the muscles in your stomach to help you send out your voice.

Phil: I'm working hard to improve my English.

Dr. Jill: Speaking loudly and confidently will help others to understand you better When you speak English.

Phil: Thanks for studying us here on Let's Learn English

Learning Strategy

Say, “In this lesson, Anna has decided to do something different -- she wants to be an actor on the stage. We see her at an audition or a ‘try out’ for a play. How do you think she feels?” Students should be able to respond with, “She is nervous” or “She is excited” or something similar.

Continue, “As Anna is reading the lines in the script, she is looking to the director to see her reactions. She asks, ‘How am I doing?’ She is asking the director to tell her if her acting is good or not. She listens to the director and changes her voice to sound louder, for example.”

“When we are using English, we can either ask someone to tell us how we are doing, or we can use the strategy, self-evaluate, which means we pay attention to our words and actions and how people respond to them. Let me show you an example.”

Go to the far corner of the room, turn away from the students, and say very softly, “(student name) bring me a pencil.” Then turn around and speak in your normal voice, “(student name), did you hear what I said? No? I knew because you didn’t do what I asked. I can use information like that to help me self-evaluate. I know I was not speaking loudly enough. I can now change my voice and speak more loudly.”

‘Loudly’ is an example of an adverb. We can use adverbs to describe/explain/talk about how someone is doing an action. We often use adverbs when we evaluate and when we self-evaluate.

Self-evaluating when you speak English can really help you improve. We will practice this strategy today.”

Activity Sheet

Give students copies of the Activity Sheet. Explain, “We will practice using adverbs today, and you will also have a chance to practice your acting skills. When you make the movements of an action, (we call that acting) you can self-evaluate by seeing if your classmates understand what you are pretending to do.” (Explain pretending if students do not yet know the word.)

Write the adverbs used in the activity sheet on the board and have students repeat them after you:

quickly
loudly
quietly

angrily
slowly
happily

Make sure the students understand the meaning of these adverbs. If time permits, you could ask a student to act out the adverb using classroom actions: “Write your name quickly/slowly; say your name quietly/loudly/angrily/happily.”

Have students form groups of four and do the written section of the activity sheet. They will first match adverbs with the picture that shows the action described. Then they will use the adverbs to write a sentence describing what each person is doing.

Ask four students to come to the front of the classroom to act out a sample conversation as shown below. Have one student act out an activity such as driving.

A: What is she doing?

B: She is driving slowly.

C: No, I think she is reading quietly. She is pretending to be Marisa.

D: Yes, I am reading quietly.

Ask the student who was acting out ‘reading slowly,’ “Will you self-evaluate now? How was your acting?” The student should be able to say something like, “My acting was good because my classmates understood what I was doing.”

Have students do the second part of the activity sheet. Students should take turns being the actor and guessing the actions. As students practice, remind them to self-evaluate their acting by noticing how many guesses their classmates need to make before they guess correctly.

When students have finished, ask several students to tell you how well they acted.

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. Anna says, "I thought about my resolution carefully. I want to be an actor on the stage!"
2. The director says, "Anna, you are speaking too softly. Can you speak more loudly and a little more seriously?"
3. The director says, "You are walking quickly and loudly. Walk slowly and quietly."
4. Anna says, 'I was too early, wasn't I?'
5. Anna says, 'I'm a tree. I'm a tree in ... "The Woods Are Alive!" Yes!'

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:

In this lesson, Anna tries something new. What new activity do you want to try in the coming year? Why do you want to do it?

Give students time to write. If any would like to share what they wrote, ask them to read their work aloud, using the pronunciation practice advice for speaking to a group. Or students can draw a picture showing the new activity and post it along with what they wrote on the classroom walls to add to the writing gallery.

Conversation

- Anna: Happy New Year! Some people, at the start of a new year, make a resolution -- a promise to yourself to be better. I thought about my resolution carefully. I want to be an actor on the stage! Today I will audition for a show called "The Woods Are Alive!" Wish me luck!
- Director: Next! What is your name?
- Anna: My name is Anna Matteo.
- Director: Are you ready to audition?
- Anna: (warms up voice) Yes.
- Director: Great. Let's begin on page 1. Here is the story. You are lost in the woods. You are searching desperately for a way out. Suddenly, you hear something. Now, say your line.
- Anna: 'What was that? Hello. Is someone there?'
- Director: Anna, you are speaking too softly. Can you speak more loudly and a little more, um, seriously?
- Anna: Yes, of course I can. 'What was that? Hello. Is someone there?' Is that loud enough?
- Director: Yes, that is loud enough. Let's turn to page 25. In this scene, you are moving slowly and quietly through the woods.
- Director: Anna. Anna! You are walking quickly and loudly. Walk slowly and quietly.
- Anna: I'm walking slowly and quietly. I am walking...
- Director: Anna. Anna. You don't need to say "slowly" and "quietly." Alright, let's try the last scene. Turn to page 48. I say my line first, then you say your line. 'You will never get out of these woods alive! Mwa-ha-ha-ha-ha Mwa-ha-ha-ha-ha!'
- Anna: 'Yes, I will.'
- Director: Okay, Anna, you said that line -- you said that line really late. You need to say it earlier.
- Anna: Sorry. Sorry. Let me try again.
- Director: 'You will never ...'
- Anna: 'Yes, I will.'
- Director: '... get out of the woods alive.'
- Anna: I was too early, wasn't I?
- Director: Yes. Yes, you were.
- Anna: Director, how am I doing?
- Director: You know, Anna. I think that I have the perfect part for you. The costume is in the back. Please go try it on.
- Anna: Awesome! (Anna returns as a tree.)
- Director: Oh, Anna, that fits you perfectly!

Anna: I'm a tree. I'm a tree in ... "The Woods Are Alive!" Yes!

Anna: My new year is starting awesomely! Excuse me, Director! I have a great idea for my tree. Oh, wait! Until next time!

Key Words

actor - *n.* a person who acts in a play or a movie

audition - *n.* a short performance to show the talents of someone (such as an actor or a musician) who is being considered for a role in a play or a position in an orchestra

desperately - *adv.* in a way that is very sad and or upset manner because of having little or no hope

director - *n.* a person who directs a play or a movie

enough - *adj.* equal to what is needed

line - *n.* the words that an actor speaks in a play, movie or TV show

loudly - *adv.* in a manner that makes or causes a lot of noise

page - *n.* one side of a sheet of paper

quickly - *adv.* at a fast speed; rapidly

quietly - *adv.* in a manner that makes little noise

resolution - *n.* a promise to yourself that you will make a serious effort to do something that you should do

scene - *n.* a division of an act in a play during which the action takes place in a single place without a break in time

script - *n.* the written form of a play, movie, or television show

softly - *adv.* in a quiet voice or manner

stage - *n.* a raised platform in a theater or auditorium where the performers stand

suddenly - *adv.* very quickly in usually an unexpected way

Quiz - Level 1, Lesson 40 - The Woods Are Alive

Listen. Circle the letter of the correct answer.

1. What does Anna plan to do in the new year?

- a. Watch a show on the stage
- b. Become an actor in a show.
- c. Find actors for a show.
- d. Open a new theater

4. What strategy is Anna using when she says, "I was too early, wasn't I?"

- a. Self-evaluate
- b. Planning
- c. Looking for patterns
- d. Personalize

2. What does the director want Anna to do?

- a. Look more desperate
- b. Be less serious
- c. Talk more loudly
- d. Speak more quietly

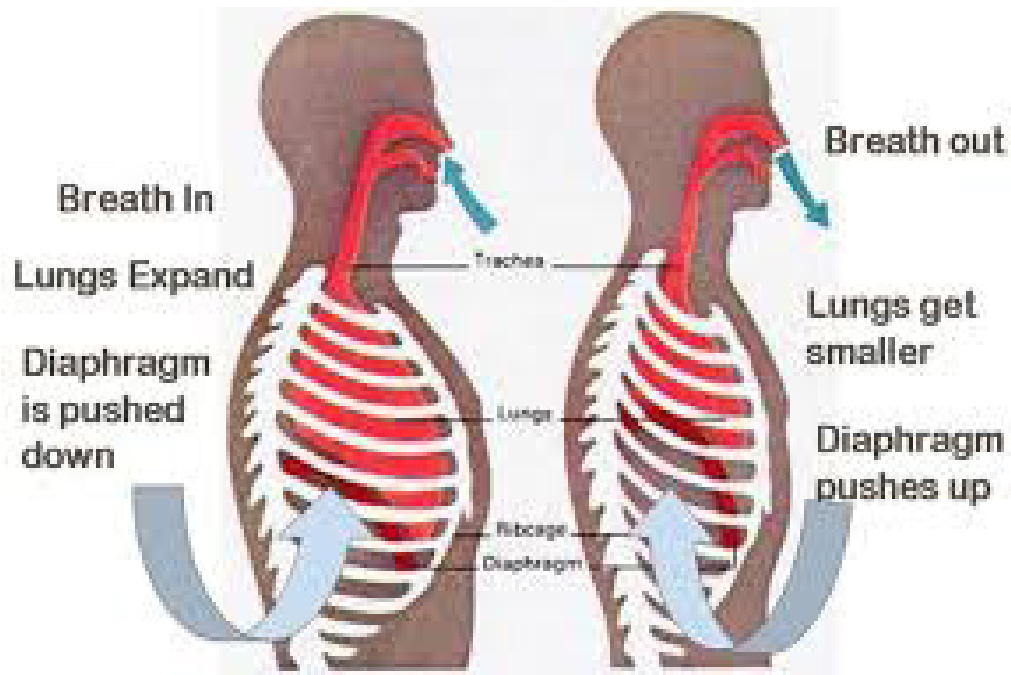
5. Why is Anna happy?

- a. She will be lost in the woods.
- b. Anna will act as a tree.
- c. She will play in the trees.
- d. Anna will help with costumes.

3. What should Anna do?

- a. Walk more quickly and loudly
- b. Move loudly
- c. Walk faster
- d. Move more slowly and quietly

Breathing to Speak More Loudly



STEP 1

Match the adverbs below with the picture that shows the action they best describe. Then use the adverbs to write a sentence describing what each of the people below are doing.

quickly

loudly

quietly

angrily

slowly

happily



RAOUL



Raoul is playing happily.

BENNY



MARISA



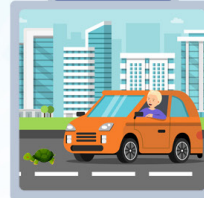
KIM



TONY



AGNES



STEP 2

Now bring together a group of friends. Have one of your friends choose one of the people above. That friend must pretend to be the person they chose without speaking. The rest of the group should try to guess who they are pretending to be, then take turns pretending as well.



What is she doing?



She is driving slowly.



No! She is reading quietly. She is pretending to be Marisa.

