



HOW-TO GUIDE

LET'S LEARN ENGLISH

LEVEL 1

Using Let's Learn English, Level 1

This guide is for learners and teachers who are using the online course, Let's Learn English, Level 1. Each lesson in the course has at least four days of classes based on 52 conversation videos. This guide explains how to use lesson videos, activities, quizzes and worksheets to teach or learn listening, speaking, vocabulary and writing.

Whenever possible, make students the center of attention in the class. Ask higher-skilled students to help by answering questions and reviewing with classmates. If an activity finishes before the end of class time, you can replay videos or have students act out the conversation for the lesson with any props (objects) you can provide.

Lesson Plans

The goal of this course is to help students understand conversations and have conversations of their own. The table at the beginning of each set of lessons shows what the topics, goals and learning strategies are, and which materials to prepare before class.

The **Topics** box will help you understand the main points of the lesson.

Next, there is a **Learning Strategy** - a thought, process, or action that learners can use to help themselves learn better. Practicing these learning strategies will help students become good language learners.

Check the **Prepare Before Class** box for teaching materials you will need to gather or cut out from the printed lesson for the speaking activities. You will also need to print the Activity Sheet if you cannot share it online with your students. You will find the sheet in the Resources section along with any other pictures you will need.

The **Goals** box lists what students will learn. It is important to have clear goals and, after you understand the goals for the lesson, you can help your students meet them. Here are some tips on how to use each part of the lessons.

Teach Key Words / Speaking Practice

You may teach the key words before or after you present the conversation, depending on the topic and your class. Teach the **Key Words** using the **Speaking Practice** video. This shows a close image of a person saying each word carefully. Then you can hear the meaning. Students should repeat after each word, looking at the mouth shape.

Other ways of teaching key words include: drawing simple pictures on the board, playing games, pointing to examples in the room or using gestures. You or a student can do this.

Present the Conversation

If possible, you should show the main conversation video. At the end of every lesson, you will find the conversation text. Printing the conversation text for your class will help you talk about the new words and phrases.

Here are some things you can do if you cannot play a video in your classroom:

- Assign the video for home listening (on students' own device)
- Have students form small groups and read the conversation to each other
- Ask a few students to read the conversation aloud for the class. F
- Act out the conversation yourself or with another teacher or staff member

Have students practice the phrases in the Main Video Script box. These phrases help to teach the lesson goal.

Pronunciation Practice

The **Pronunciation Practice** video teaches points that come from the conversation.. If you cannot show the video, study the information in the box for this section and write it on the board. Have students practice the pronunciation with you.

Learning Strategy

In the **Learning Strategy** part of the lesson, you can explain a new approach to easier English learning. As you do the activity with students, they will get valuable practice using the learning strategy.

Activities

Before each lesson, read the instructions on the **Activity Sheet** to make sure you understand them, so you can explain them in simple English. See how many copies you

need. For games, you only need one copy for a group of students. In some sets of lessons, there are other pictures, game pieces and worksheets you can print to use in class.

Imagine how students will do the activity in your classroom. You may have to move some furniture around, for example, to let students work in groups for a game. Or you may want to change the instructions for the activity to make it easier for your students.

If you are not able to print copies for all of your students, you may be able to show the activity sheet on a large screen.

Review and Assessment

The Review and Assessment day will help you check to see how well students have learned. There is a listening quiz and a writing assignment. You will have your own ways to check on student understanding, too.

Toward the end of each class, find out what students learned by asking one or two to say a new vocabulary word. Or, ask students to write down a question about something they would like to know more about from today's class. Collect the questions and later, ask if another student can answer the question before you answer it.

Learn what classroom management methods work for the group of students you are teaching. For large classes, try a variety of ways to put students into groups. See our Let's Teach English videos on the next page for examples.

Listening Quiz

Give each student a printed copy of the questions and answer choices for the **Listening Quiz**. You can either play the videos in class or read the sentences. Collect the papers or have students trade papers and check the answers together.

Writing

The writing assignment for each lesson set is related to the topic and goals of the lesson. Make sure to review some words students may need to use when writing on the topic. Talk about the topic before you give the assignment to write. Collect the papers and save them to show student progress as they move through the course with you.

In addition to sharing their writing with the teacher, students can read each other's work and give helpful feedback. To publish their work, students can put it on the classroom walls or collect their writing in a class book.

Resources

At the end of each lesson set, you will find the **Conversation, Key Words, Activity Sheet, Quiz**, and any other pictures and materials you may need.

Let's Teach English

For new teachers, we suggest watching the Let's Teach English course, which shows how to teach English and manage a classroom. The simple videos show a class of students learning English in a fun, active way. New teachers may find these examples helpful.

[Unit 1: Teaching Learning Strategies](#)

[Unit 2: Teaching Listening Skills](#)

[Unit 3: Teaching Speaking Skills](#)

[Unit 4 Teaching Reading Skills](#)

[Unit 5: Teaching Through Role-plays](#)

[Unit 6: Group Projects](#)

[Unit 7: Critical Thinking Skills](#)

[Unit 8: Visual Literacy](#)

[Unit 9: English for Specific Purposes, Vocational Language](#)

[Unit 10: Collaboration Through Persona Poems](#)

[Teacher Tools and Resources \(Examples of Classroom Management\)](#)



Topics Meeting people Introduce Yourself	Prepare before class Activity Sheets: Alphabet and Numbers Paper for students and pencils or pens
Learning Strategy Set a Goal	Goals Grammar: Verb “be” (I am) in introductions; BE + location Speaking: Meeting people; Ask question and answer “Are you (name)?” Review alphabet and numbers 1-20 Pronunciation: Pronouncing linked sounds

Day 1

Introduce the Lesson Topic

Explain the story of the course:

Say, “Anna is moving to a new city, Washington, D.C. She will learn many new things about the city, and you will learn with her. In the first lesson, she is meeting her new neighbors.”

Ask students to share stories (in native languages, if possible) about when they moved to a new place.

Ask students to act out the conversation with different students two or more times. They should use their own names (rather than Anna and Pete). This is a good chance for students who are in a new class to get to know each other’s names.

Play the main video. When the speakers say, “Listen” and “Speak” have students repeat and respond.

Main Video Script – Lesson 1

1. Listen:

Hi.

Speak:

Hi!

3. Listen:

Nice to meet you

Speak:

Nice to meet you.

2. Listen:

I am Pete.

Speak and say your name.

I am _____.

4. Listen

I'm Anna. A-N-N-A

Speak:

Speak and say your name.

Then spell your name.

I am _____ . _ _ _ _ .

Learning Strategy

Ask students to set a goal for learning English. Ask, “What do you want to be able to do in English three months from today?”

It is best to set a short-term and small goal. Remind them to focus on this goal as they study.

Day 2

Teach Key Words

Play the Speaking Practice video. Ask students to say each new word in the video. Pause the video when the meaning of each word shows and make sure all students understand it.

Before the key words are taught in the video, a teacher shows how to record and listen to new words using a mobile phone. Ask students to try this at home with their new words. Here is the script:.

Here's how to practice.

Listen. (video recording of “apartment” plays)

Record yourself.

“Apartment.”

Then listen.

“Apartment”

Review the Alphabet

Show the Activity Sheet or an alphabet poster as you teach the alphabet song. Use the link <https://youtu.be/lplhzFh0yw8> for a video if available. Write your own name on the board and say each letter slowly. Ask students to spell their own name for their partner.

Play a game. Name something in the room that starts with a letter, such as “Book starts with ‘b.’” Then ask students, “What starts with ‘s?’” The first student who answers correctly can ask others about something that begins with another letter.

Day 3

Explain Questions and Answers Using “Be”

Explain Questions and Answers Using “Be”

The conversation between Anna and Pete has questions and answers with the verb “be.” Write on the board to show how the subject and verb change places to make a question with the verb “be.”

Ask a student “Are you (student’s name)?” and write the question on the board. Then write, “You are (student’s name).” Have students ask each other questions using “Are you ?” and making statements using “You are.”

Pronunciation Practice

The Pronunciation Practice video shows how the contraction, or short form, of I am is used. Explain that in slow speech, we say “I am.” In faster speech, we use a *contraction*, “I’m.”

Pronunciation Practice Video Script - Lesson 1

1. Slow Speech:

I am Pete

Fast Speech:

I’m Pete.

2.

I am

(graphic shows change)

I’m

Now you try it. Say your name.

I’m _____.

Have students say “I’m _____” with their own name, as in the end of the video.

Have students form two lines facing each other and practice introducing themselves using “I’m.”

Have students change partners and repeat the exercise. This activity can be used for many other exercises.

Day 4

Numbers from 1 - 20

Teach students to say the numbers in English. Practice counting to 20.

Have students count things in the classroom, such as students, desks, books and windows

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. Hi, I am Mary.
2. Hi, I am John.
3. Hi, I am Jill. Are you John?
4. Hi. I am Russell. Are you Anna’s friend?
5. Yes, I am.
6. Nice to meet you!

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

Writing

Have students write a conversation between themselves and another student. They can model it on the lesson conversation. Or, they can make changes by using the names of teachers or classmates.

Review and Assessment

Play the video again. Have students repeat, then ask students to form pairs and practice introducing themselves, spelling their own names, and asking others how to spell their names.

Resources

Conversation

Pete: Hi! Are you Anna?

Anna: Yes! Hi there! Are you Pete?

Pete: I am Pete.

Anna: Nice to meet you.

Anna: Let's try that again. I'm Anna.

Pete: I'm Pete. "Anna" Is that A-N-A?

Anna: No. A-N-N-A.

Pete: Well, Anna with two "n's" ... Welcome to ... 1400 Irving Street!

Anna: My new apartment! Yes!

Key Words

apartment - *n.* a usually rented room or set of rooms that is part of a building and is used as a place to live

meet - *v.* to see and speak to someone for the first time

new - *adj.* not known before; recently bought or rented

nice - *adj.* good and enjoyable

street - *n.* a road in a city, town, or village

try - *v.* to make an effort to do something

welcome - *interjection.* used as a friendly greeting to someone who has arrived at a place

Quiz - Level 1, Lesson 1: Welcome

Listen. Circle the letter of the correct answer.

1. Who is she?

- a. Melissa
- b. Mary
- c. Maurice
- d. Meghan

4. What does the person say?

- a. Hi. I am Ross. Are you Jill's friend?
- b. Hello. I am Pete. Are you Anna?
- c. Hi. I am Russell. Are you Anna's friend?
- d. Hello. I am John. Are you Mary?

2. Who is he?

- a. Joseph
- b. Shawn
- c. John
- d. Josh

5. What does Anna say?

- a. Yes, Sam.
- b. Yes ma'am.
- c. Yes. I am.

3. What does the person say?

- a. Hello. My name is Russell.
Are you Sarah?
- b. What is your name?
- c. Hello. What is your name?
My name is John.
- d. Hi. I am Jill. Are you John?

6. What does Anna say?

- a. Ice cream, please!
- b. Nice to meet you!
- c. Nice to chew food!
- d. Have a nice weekend!



Lets Learn the Alphabet Letters - Pronunciation

Aa	Bb	Cc	Dd	Ee	Ff
<i>ey</i>	<i>bee</i>	<i>see</i>	<i>dee</i>	<i>ee</i>	<i>ef</i>
Gg	Hh	Ii	Jj	Kk	Ll
<i>djee</i>	<i>eitch</i>	<i>ai</i>	<i>jay</i>	<i>kay</i>	<i>el</i>
Mm	Nn	Oo	Pp	Qq	Rr
<i>em</i>	<i>en</i>	<i>oh</i>	<i>pee</i>	<i>kiew</i>	<i>ar</i>
Ss	Tt	Uu	Vv	Ww	Xx
<i>es</i>	<i>tee</i>	<i>yew</i>	<i>vee</i>	<i>dubbl - yew</i>	<i>ex</i>
Yy	Zz	<p>Practice with your friends! Also, Watch this video for more pronunciation practice: <i>Sesame Street : Celebrities Sing Alphabet Song</i> https://youtu.be/lplhzFh0yw8</p>			
<i>wai</i>	<i>zee</i>				



0	1	2	3	4	5
<i>Zero</i>	<i>One</i>	<i>Two</i>	<i>Three</i>	<i>Four</i>	<i>Five</i>
6	7	8	9	10	11
<i>Six</i>	<i>Seven</i>	<i>Eight</i>	<i>Nine</i>	<i>Ten</i>	<i>Eleven</i>
12	13	14	15	16	17
<i>Twelve</i>	<i>Thirteen</i>	<i>Fourteen</i>	<i>Fifteen</i>	<i>Sixteen</i>	<i>Seven - teen</i>
18	19	20			
<i>Eighteen</i>	<i>Nineteen</i>	<i>Twenty</i>			
		<p>Practice with your friends! Count the things in your desk. Count the things in your school bag. Count the people in your class.</p>			



LEVEL 1
LESSON 2
HELLO, I'M
ANNA!

Topics Welcoming and Leave-taking	What to Prepare Before class Photo of three people talking in apartment lobby Paper for notes
Learning Strategy Preview	Goals Grammar: BE + noun; BE + location; Subject pronouns: I, you, he, she, we, they Pronunciation: Contractions with BE Speaking: Ask for name; saying your address

Day 1

Introduce the Lesson Topic

Say, "When we meet new friends, we learn about them by asking questions. Ask students to tell you the questions they already know in English or in their native language for when they meet a new person. For example, they may ask, "What is your name?" or "Where are you from?"

Tell students that they can use questions like that in English, too. Write the questions on the board. For example, write:

Where are you from? (Underline the word "where.")

Say, "'Where' is a question word. It asks for the place." Ask a student to answer the question. Write their answer:

I am from (where? - student's home town)_____.

Give another example, such as

Who is your friend?"

Say, "'Who' is a question word, too. It asks about a person." Ask a student to answer the question.

“My friend is (who?) _____.”

Show the photo below from the video. Ask a student to tell you about the picture. “Look at this picture from the lesson video. What do you see?” They may say, “Three people are talking,” or “Anna is meeting a new friend.”



Explain, “Before we study something new, we can preview, or take a look ahead, to start thinking about it. That can help us get ready to learn. In Lesson 2, Anna meets a new friend. What do you think he will ask her?” Tell your neighbor what you think Anna’s new friend will say.”

Tell students, “Now, let’s imagine that we are just meeting. Earlier, you told me that when people meet, they ask questions like, ‘What is your name?’ or ‘Where are you from?’ Ask me a question to start.”

Student: “What is your name?”

Teacher: “My name is _____,” or “I am _____.” “Where are you from?”

Student: “I am from _____ (student’s home town).”

Tell students to turn to a neighbor and practice asking and answering these two questions. Remind students of the strategy. “When you preview your new lesson, you can get ready to learn by using what you know already.”

Present the Conversation

Tell students, "Now let's find out what Anna's new friend says." Play the video or ask a few students to read the conversation.

If using the video, students will be asked to repeat the phrases shown below. If students are acting out the conversation, have the class practice these phrases before and/or after they listen to the conversation.

Main Video Script - Lesson 2

<p>1. Listen: Where are you from? I am from a big city. Speak and say your city. I am from _____.</p>	<p>4. Listen: I have to go now. Speak: I _____ go now. (have to)</p>
<p>2. Listen: Welcome to DC. Speak and say your city. Welcome to _____</p>	<p>5. Listen: Nice to meet you Speak: Nice to _____ . (meet you)</p>
<p>3. Listen: Thank you. Speak: Thank you</p>	

Day 2

Teach Key Words

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

Write the key words on the board, or give students a list of the words. Check to see if students understand the meaning of all the words by reading out definitions at random and asking students which word matches the definition. After the key words, the video teaches students how to say an address. Here is the script:

Speaking Practice Script – Lesson 2

1. Americans say an address this way:
number
street
city
state
zip code

2. Listen to this address: “I work at 330 Independence Avenue Southwest, Washington, DC. The zip is 20237.”

Now you try it.

Say your address in English.

I live at (number) _____ (street) _____

(city) _____ (state) _____

(zip or postal code) _____

Students will be able to practice writing their address on the activity sheet that is included with this lesson.

Learn How to Address an Envelope

Give students the Activity Sheet for Lesson 2, which shows an addressed envelope and an application for a library card. Have students complete the address parts of the envelope.

Explain that, in the United States, an address is written in order from smaller places to larger places, starting with the name of the person. The house number and street name go on the second line. The city, state and postal code go on the third line.

Ask students to write their own address in the top left corner of the envelope (the ‘return address’), and the address of a family member or friend in the “to” area in the middle of the envelope. If a student does not know another person’s address, use the address of the school. If students do not have a street address, you can create one.

Learn How to Complete an Application

Ask students to tell you times when they have to fill out an application. Possible situations may be getting a job, renting an apartment, or applying to a school program.

Explain that the application form on their Activity Sheet is for a library card. In the United States, most communities have a public library. People can go there to use books, videos, music and computers and get information on many subjects.. There is no cost for the library’s services because it is paid for by taxes.

Discuss differences between how personal information is shown on the application form and how it may appear on forms in your students’ home countries. For example, the given name is written first, then a space is allowed for a middle name, then the family name. Explain that if the student does not have a middle name this area can be left blank. Tell them that the birthdate is written with the month followed by the day and year.

Contractions With BE

In Lesson 2, there are two contractions (short forms) in the conversation: who’s and you’re. Explain that these are similar to the ‘fast speech’ that was studied in Lesson 1. The first example is where Jonathan asks, “Hey, Pete! Who’s your friend?” He is asking, “Who is your friend?”

Later, Pete tells Anna, “Remember to call Marsha at work. Tell her you’re here.” That means “Tell her you are here.” The Pronunciation Practice video explains this contraction and gives students a chance to practice saying it. If time allows, make sure students know this contraction has a different meaning than the pronoun “your.”

Pronunciation Practice

As noted above, the Pronunciation Practice video teaches about linked sounds, or how speakers say “you’re” for “you are.”

Pronunciation Practice Script – Lesson 2

Slow speech:
You are here

Fast speech:
You’re here.

Play the video or read the script and have students practice the linked sound ‘you’re.’

Learn about pronouns

Explain what pronouns are in English by comparing with the students’ native language, if possible. The pronouns used in this lesson are: I, you, he, and she. Ask students to watch (or listen to) the conversation for Lesson 2 of Let’s Learn English.

Give students a piece of paper or ask them to write in their notebook. Ask students to listen for these words in the conversation and write each one they hear.

Subject Pronouns

First Person	I
Second Person	You
Third Person	He / She

Activity

Ask students what they say when leaving a friend or coworker. Write their responses on the board.

Have students read the conversation for this lesson or watch the video again. Ask them to find the answers to these questions:

1. How does Pete tell Anna that he is leaving?
2. How does Anna say goodbye to Pete?
3. How does Anna say goodbye to Jonathan?
4. How does Jonathan say goodbye to Anna?

Answer: When Pete leaves Anna, he says, “I have to go now.” Anna says “Oh” to Pete, then she agrees when Pete reminds her to call Marsha (right). Anna says goodbye to Jonathan by saying, “Nice to meet you.” Jonathan answers, “You, too. Bye.” What he means is, “It was nice to meet you, too.”

Ask students to work in pairs or groups to make a list of all the ways they know to say goodbye in English. Compare the items on the list for formal and informal ways to take leave. For example, “Nice to meet you” is more formal than “See ya later.” Have students practice the expressions they have written in their pairs or groups.

Conversation Review

Ask students to form groups of three students each. Give each group a copy of the conversation for this lesson. Tell students to change the names and places to local places and their own names and friends’ names. For example, “Welcome to Agra!”

Have each group practice the conversation until they can say their lines without looking at the paper. Then put groups together so each group can perform the conversation for one other group.

Conversation Activity

Ask students to form groups of four. In each group, tell them to practice asking and answering the questions, “What is your name?” “Who is your friend?” and “Where are you from?” as shown in the example below. Remind student of the words they have learned in this lesson.

Ask four students to stand at the front of the class and ask the questions about their classmates. For example:

Student A: What is your name?

Student B: My name is Svetlana.

Student A: Where are you from?

Student B: I am from Kiev.

Student C: What is her name? (Referring to Student B)

Student D: Her name is Svetlana.

Student C: Where is she from?

Student D: She is from Kiev.

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, “Where are you from?”
2. She says, “I am from a small town.”
3. Anna says, “I am in apartment B4.”
4. She says, “I am in apartment C2.”
5. Anna says, “My apartment is number D7.”

Writing

Give the writing assignment in class or as homework. Show an example and discuss the details of the writing assignment that you choose, depending on the ability of your students.

Write the topics on the board.

Choose A or B:

- a. Write a postcard or letter to a friend or family member.
- b. Make a poster to welcome new students to your school.

Conversation

- Jonathan: Hey, Pete! Who's your friend?
Pete: She is Anna. She is new to D.C.
Jonathan: Where are you from?
Anna: I am from a small town.
Jonathan: Well, welcome to D.C.
Anna: Thank you.
Jonathan: I am Jonathan. I am in apartment B4.
Anna: I am in apartment C2. Marsha is my roommate.
Jonathan: I know Marsha. She is nice.
Pete: And I am in Apartment D7. I have to go now.
Anna: Oh!
Pete: Remember to call Marsha at work. Tell her you're here.
Anna: Right, thanks, Pete. Nice to meet you!
Jonathan: You too, Bye.
Anna: Apartment C2, here I come!

Key Words

know – *v.* to have met and talked to (someone)

meet – *v.* to see and speak to (someone) for the first time.

call – *v.* to make a telephone call.

friend – *n.* a person who you like and enjoy being with.

remember – *v.* to have or keep an image or idea in your mind of (something or someone from the past) or to think of (something or someone from the past) again.

roommate – *n.* a person who shares a room, apartment, or house with someone else.

work – *n.* the place where you do your job.

Quiz - Level 1, Lesson 2: Hello, I'm Anna

Listen. Circle the letter of the correct answer.

1. What does Anna say?

- a. Where do you work?
- b. What do you think?
- c. Where are you from?
- d. Where are you now?

4. What is her apartment number?

- a. I am in apartment C2.
- b. I am in apartment S2.
- c. I am in apartment C4.
- d. I am in apartment D4.

2. Where is she from?

- a. I am from Austin.
- b. I am from a small town.
- c. I am from a big city.
- d. I am from Somalia.

5. What does Anna say?

- a. My department is new.
- b. My apartment is number D7.
- c. My apartment is number D9.
- d. My department is in room D7.

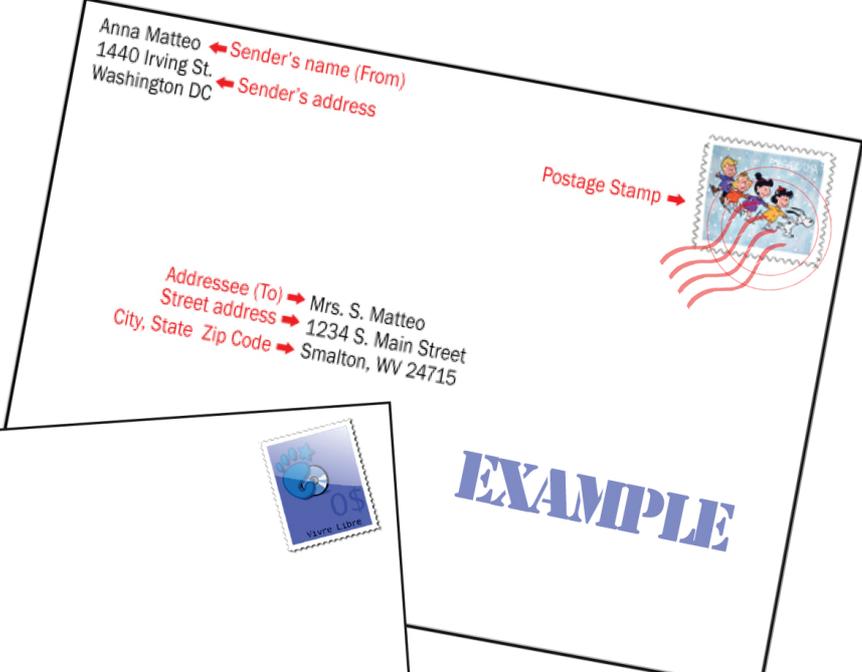
3. What is her apartment number?

- a. I live in apartment D4.
- b. I am in apartment E4.
- c. I live in apartment G4.
- d. I am in apartment B4.



Write your name and address here!





Write the name and address of the person you are sending a letter to here!



Now Complete this form with your personal information.



LOCAL PUBLIC LIBRARY NETWORK

Application Form for Library Card

FIRST NAME (GIVEN NAME)		MIDDLE NAME		LAST NAME (SURNAME)	
STREET ADDRESS		APARTMENT #	CITY	STATE	ZIP CODE
PHONE NUMBER		EMAIL ADDRESS		DATE OF BIRTH (MONTH/DAY/YEAR)	



LEVEL 1
LESSON 3
I'M HERE!

<p>Topics</p> <p>Apologizing: I'm sorry, Excuse me</p>	<p>Prepare Before Class</p> <p>Toy telephone</p>
<p>Learning Strategy</p> <p>Look for Ways to Practice</p>	<p>Goals</p> <p>Grammar: Place pronouns: here, there Pronunciation: Contractions with BE; polite telephone expressions Speaking: Giving addresses, telephone numbers, making a telephone call</p>

Day 1

Introduce the Lesson Topic

Explain to students that when we call someone we know, that person does not always answer the telephone. Sometimes another person answers the phone call.

Ask students to tell you the questions they already know in English or in their native language for when they call a friend. Let several students respond. Answers will probably include "Is _____ there?" or "May I speak to _____?"

Tell students that when they call a wrong number, the person who answers may say something. For example, they may say, "You have the wrong number."

Tell them the caller should say, "I'm sorry."

Remind students of the verb "be" in their native language. Remind students of what they learned in Lessons 1 and 2: In English, the verb "be" is a verb used with the name of a person or thing.

Tell students that in this lesson, they are going to learn about another meaning of the verb "be." It is sometimes used to show the place or position of a person or thing.

Teach Key Words

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

Give students a list of this lesson's key words or write them on the board. Check to see if students understand the meaning of all the words by reading out definitions (in native language, if available) at random and asking students which word matches the definition.

After presenting the vocabulary, the Speaking Practice video teaches how to make a telephone call. Play the video or use the script below: Have students respond.

Speaking Practice Script – Lesson 3

1. On the telephone

At work, we answer with our name.

“Hello this is John.”

“Hello, is Anna there?”

Now, you try it with your name. Hello, this is _____.

2. Ask for a person like this: Hello, is _____ there?

If it is a wrong number, we say, “I’m sorry, you have the wrong number.”

Now, you try it: I’m sorry, you have the wrong number.

Present the Conversation

Before playing the main video, tell students that it will show how Americans speak on the telephone. Play the main video or ask a few students to read the conversation. Have students answer when there are pauses in the video.

Tell students that “here” and “there” are opposites. “Here” means something is close to the speaker. “There” means something is away from the speaker.

Main Video Script – Lesson 3

1. Listen:

I am sorry

Excuse me

Speak:

I am _____.

_____ me.

2. Listen:

Are you there?

I am here.

Speak:

Are you there?

I am here.

Day 2

Learning Strategy

Tell students that, in today's lesson, they will learn to look for ways to practice. Explain:

“Today’s lesson shows how to speak English on the phone. I can ask a friend to practice after class, walking home, or even on the phone after I get home from class.”

Say to one student: “Will you help me? I am going to practice using polite English to make a phone call. Do not worry, this will be fun!”

Ask the student to take out their mobile phone. (Or give the student a toy phone or an eraser they can pretend is a phone.) Have the student stand as far from the teacher as possible. Pretend to call the phone and ask the student to “answer” the phone as himself or herself.

Pretend to call someone famous. Speak loudly as if on a weak phone connection. “Hello, is Captain America there?”

Have the student pretend to be the other person on the line. They can say “No,” or add “She is not here. I’m sorry. You have the wrong number.”

Reply with pretend embarrassment, still speaking loudly, “Excuse me!” or “I’m sorry!”
Remind students, “Practicing should be fun so you look forward to doing it.”

Activity Sheet

Give students a printed copy of the Activity Sheet and tell them to walk around the room asking classmates the following questions:

Questions for Activity Sheet – Lesson 3

1. What is your name?

How do you spell your name?

Where do you live?

2. What is your address?

What is your phone number?

Tell students that they need not give their real phone number and address. Give students an address and phone number for the school or a nearby store or hotel.

Day 3

Pair Practice

Say, “Now, let’s ‘Look for ways to practice’ together.” Ask students to watch (or listen to) Lesson 3 of Let’s Learn English. Play the video until the man says, “Okay, bye.”

Tell students that they are going to work in pairs. Give each pair of students the two practice cards below. Have them practice the conversation.

After they practice, ask students to exchange their cards with their partner and practice the task again. Ask several pairs to act out their conversations while standing on opposite sides of the classroom.

<p>"Hello. Is ___ (favorite actor, singer, or athlete) __ there?"</p> <p>"Is this 321-1234?"</p> <p>"Excuse me!"</p> <p>"Goodbye."</p>	Student B
--	------------------

<p>"Hello"</p> <p>"I am sorry. You have the wrong number."</p> <p>"No. This is 321-1432."</p> <p>"Okay. Goodbye"</p>	Student A
--	------------------

Day 4

Pronunciation Practice

The Pronunciation Practice video teaches the contraction, “we’re.” Here is the script for the video:

Pronunciation Practice Video Script - Lesson 3

Slow speech:	We are roommates.	Now you try it.
Fast Speech:	We’re roommates.	Graphic shows: We are roommates
		Changing to: We’re roommates.

Have students practice the sentence, “We’re roommates” Continue to practice contractions using other pronouns.

Use the sentences below as examples. You can make your own or have students suggest sentences with BE. If needed, write the left and second columns on the board.

Marsha is at work	Use she + is	1. She's	at work
Anna is at the apartment	Use she + is	2. _____	at the apartment
You are in English class.	Use you + are	3. _____	in English class.
All of us are studying with Anna.	Use we + are	4. _____	studying with Anna.
The man is in his office.	Use he + is	5. _____	in his office.
I am a good student.	Use I + am	6. _____	a good student.
Anna and Marsha are roommates.	Use they + are	7. _____	roommates.

Ask students to practice all of the contractions with pronouns and the verb BE. A chart is provided below. Write these on the board, if needed.

I am	I'm	We are	we're
You are	you're	You are	you're
He is	he's	They are	they're
She is	she's		

Asking for Directions

Ask students to watch (or listen to) the rest of Lesson 3. (Begin with the line, "One more time.") Once again, ask students to work in pairs. This time, ask students to work with a different partner. Give one student in each pair the "Student A" card from the Resources section for this lesson. Give the other student in each pair a "Student B" card.

Ask students to practice questions like the one they just saw in the video. For example:

Student A: Where is the supermarket?

Student B: The supermarket is at 1500 Main Street.

Ask students to exchange their cards with their partner and practice again. Ask several pairs to demonstrate their conversations while standing on opposite sides of the classroom.

Ask students, "Can you think of other times you can practice asking about places in English?" After a short discussion, remind them to use the strategy for this lesson, Look for Ways to Practice, as often as they can.

"Where is the _____?"

apartment

supermarket

post office

Student A

"The _____ is at _____."

apartment

1234 Main Street

supermarket

1500 Irving Street

post office

8741 Center Street

Student B

Day 5

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

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

1. She says, "We're roommates."
2. Anna says, "I want to cook dinner."
3. She says, "Is there a supermarket near here?"
4. He says he is sorry that she has the wrong number.
5. The man says, his number is 555-8689.
6. Marsha says, "The supermarket is at 1500 Irving Street. It is near the apartment."

Writing

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

Write the address of a place you want to visit. Write about the place: What can you see or do there?

Ask students to use an address of a local tourist attraction they have visited, or a place they would like to visit, such as:

Empire State Building
20 W 34th Street
New York, NY 10001

Students with internet access can use a map program such as Google maps to find the address of famous places.

Conversation

- Anna: I am in my new apartment! Great! I live with Marsha. We're roommates. I want to cook dinner. Hum. Is there a supermarket near here? Marsha knows. Marsha's work number is 555-8986.
- Man: Hello.
- Anna: Hello. Is this Marsha? It is Anna.
- Man: I am sorry. You have the wrong number.
- Anna: Oh. Is this 555-8986?
- Man: No. This is 555-8689.
- Anna: Oh. Excuse me!
- Man: Okay. 'Bye.
- Anna: One more time. 555-8986. Please be Marsha.
- Marsha: Hello. This is Marsha.
- Anna: Yes, Marsha. I want to cook dinner.
- Marsha: Excuse me? Anna? Is that you?
- Anna: Oh, yes. I am here!
- Marsha: Good. You are there.
- Anna: I want to find a supermarket.
- Marsha: Oh, okay. The supermarket is at 1500 Irving Street. It is near the apartment.
- Anna: Great! Goodbye!
- Marsha: Goodbye, Anna.
- Anna: There is a big supermarket on my street. And Marsha says I am a good cook!
Until next time ... !

Key Words

cook - *v.* to prepare (food) for eating especially by using heat

dinner - *n.* the main meal of the day

excuse - *v.* to forgive someone for making a mistake or doing something wrong

find - *v.* to get or discover something or someone that you are looking for

here - *adv.* in this place or at this location

live - *v.* to have a home in a specified place

near - *adv.* close to something or someone

number – *n.* a number or a set of numbers and other symbols that is used to identify a person or thing or a telephone number

sorry - *adj.* feeling sorrow or regret

supermarket - *n.* a store where customers can buy a variety of foods and household items

there - *adv.* in that place or at that location

want - *v.* to desire or wish for something

wrong - *adj.* not suitable or appropriate for a particular purpose, situation, or person

Quiz - Level 1, Lesson 3 - I'm here!

Listen. Circle the letter of the correct answer.

1. What does Anna say about Marsha?

- a. Anna says she is in Marsha's room.
- b. She says she wants to meet Marsha.
- c. Anna says Marsha is her best friend.
- d. She says she and Marsha are roommates.
- e. roommates.

4. Why does the man say he is sorry?

- a. He does not know Anna's number.
- b. The man tells Anna she has the wrong number.
- c. He has the wrong phone number.
- d. The man tells Anna that Marsha is not at work.

2. What does Anna want to do?

- a. Anna wants to see what is in there.
- b. She wants to cook dinner.
- c. Anna wants to call Marsha.
- d. She wants to ask a friend over

5. What does the man say about his phone number?

- a. He does not know Anna's number.
- b. He says it is 555-8689.
- c. He and Marsha have the same number.
- d. His number is 555-8986.

3. What is Anna asking about?

- a. Anna wants to find a restaurant near the apartment.
- b. She asks about the kind of food Marsha likes.
- c. Anna wants to buy food at a supermarket.
- d. She asks about where she can park her car.

6. What does Marsha say to Anna?

- a. She does not want Anna to go to the supermarket.
- b. Marsha says the supermarket is near their apartment.
- c. She says Anna is at 1500 Irving Street.
- d. Marsha says the supermarket is on another street.

Conversation Practice Cards - Set 1

"Hello. Is ___ (favorite actor, singer, or athlete) __ there?"

"Is this 321-1234?"

"Excuse me!"

"Goodbye."

Student B

"Hello"

"I am sorry. You have the wrong number."

"No. This is 321-1432."

"Okay. Goodbye"

Student A

Conversation Practice Cards - Set 2

"Where is the _____?"

apartment

supermarket

post office

Student A

"The _____ is at _____."

apartment

supermarket

post office

1234 Main Street

1500 Irving Street

8741 Center Street

Student B

It is time to practice your English!

*Talk to three friends or people you do not know.
In English, ask them these questions.
Write their answers below.*

NAME: Sarah

ADDRESS: 247 Oak St.
 Washington, DC. 20002

PHONE NUMBER: 202-555-1477

NAME: _____

ADDRESS: _____

PHONE NUMBER: _____

NAME: _____

ADDRESS: _____

PHONE NUMBER: _____

NAME: _____

ADDRESS: _____

PHONE NUMBER: _____

- What is your name?
- How do you spell your name?
- Where do you live?
- What is your address?
- What is your phone number?

Hello! I am Sarah.
That is S-A-R-A-H.
I live at 247 Oak St.
in Washington, DC.
The zip code is 20002.
My phone number is
202-555-1477.
Nice to meet you!





LEVEL 1
LESSON 4
WHAT IS IT?

Topics Greetings Names of common objects Negation	Prepare Before Class Small trays or containers – one per student Alphabet blocks or paper with letters Bag of small objects or tokens or printed image
Learning Strategy Focus	Goals Grammar: Place pronouns: here, there Pronunciation: Contractions with BE; polite telephone expressions Speaking: Giving addresses, telephone numbers; making a telephone call

Day 1

Introduce the Lesson Topic

Say, “Today we will learn about saying that you have something. We will also learn to say that another person has or does NOT have something.”

Put two objects, such as a book and a pen, on the desk or table in the front of the class. Say, “This is a pen” (hold the pen). Then put the pen down. Pick up the book and say, “This is a book.” Put the book down. Pick up the pen again. Say, “This is NOT a book.” Put the pen down and pick up the book, saying, “This is NOT a pen.”

Present the Conversation

Tell students that the video will show Anna pulling many unusual objects from her handbag. The objects in order are: a large book, a toy, a pillow, a map and a lamp.

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 4

1. Listen:

Do you have a pen?

Yes, I have a pen.

Now you try it.

Speak:

Do you have a _____? (pen)

Yes, I have a _____. (pen)

2. Listen:

It is not a pen.

It is a map.

Speak:

It is ____ a pen. (not)

It ____ a map. (is)

Day 2

Speaking Practice

Show students the Speaking Practice video. Say the new words for this lesson.

After the key words, the video teaches the expressions shown below. Tell students to repeat the expressions after watching the video or listening to you.

Speaking Practice Script – Lesson 4

1. BE + Noun

It is a map.

(image of pillow)

It is a _____. (pillow)

4. HAVE + Noun

I have a pen.

(Image of a book)

I have a _____. (book)

2. BE + Adjective + Noun

It is a big book.

(image of map)

It is a big _____. (book)

5. Practice Asking Questions

(Image of a bag)

Do you have a bag?

Yes, I have a bag.

3. BE + NOT + noun

It is not a pen (image of toy next to image of lamp with a circle and bar image overlaid on it)

It is a toy. It is not a _____. (lamp)

6. Now you try it.

(Image of coffee)

Do you have a _____? (coffee)

Yes, I have a _____. (coffee)

Pronunciation Practice

Show students the Pronunciation Practice video. The Pronunciation Practice video teaches how “and” sounds like “n” in fast speech. You can call this a short form.

Pronunciation Practice Video Script - Lesson 4

Short Form of “and”

1. Often English speakers do not say the word “and” carefully. The result is the sound “n.”

Listen:

Do you have a pen ‘n’ paper?

Speak:

Do you have a pen ‘n’ paper?

Listen:

Marsha ‘n’ Pete have coffee.

Speak:

Marsha ‘n’ Pete have coffee.

2. Listen:

I have a new job ‘n’ new friends.

Speak:

I have a new job ‘n’ new friends.

Listen:

She has a book ‘n’ a lamp in her bag.

Speak:

Now you try it. What is in your bag?

I have _____ ‘n’ _____ in my bag.

Compare this form in English to a short form in your students’ native language, if possible. Put several objects on a table, or have pairs of students put objects from their bags onto a desk in front of them.

Ask students to practice saying the names of two or more of the objects using the short form. For example: Dmitri has some pens ‘n’ toys in his bag. Natalia needs a pen, a lamp ‘n’ a book to study.

Learning Strategy

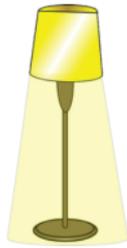
Tell students that one good way to learn a language is by focusing. Focusing means to pay close attention. Explain to students that when they focus, they can learn important information.

Give an example. Say, “Usually you do not listen, or pay attention, to every word your teacher says. But if your teacher says that there will be a test soon, you may listen more carefully. This is a special kind of listening - you are focusing on the teacher’s words because you care about what they are saying.”

Tell students that when they are learning English, they can focus to find new information or new words.

Activity - What's in My Hand?

Give students some small objects or have them cut the pictures from the sheet on the Resources page. Model the activity: "I have 5 pictures. I'm going to put them on my table." Call a student to come to the front to help you demonstrate. "(student name) I want you to focus on what I have here. You will have to remember the things I say." Hold up the pictures and say the name of each one. I have a toy. I have a lamp. I have a phone. I have a coffee. And I have a bag. Now turn around."



Have the student face away from the table. Take one object away (say, the lamp) and hide it in your hand. Tell the student to listen as you name the objects again. Use the reduced form with 'n' as taught in the Pronunciation Practice video. "I have a toy 'n' a phone 'n' a coffee 'n' a bag. I put one picture in my hand. What do I have in my hand?"

While still facing away from the desk, ask the student to guess what you took away. They may ask, "Do you have a toy?" OR "Is it a toy?"

Answer, "No it is NOT a toy." Continue until the student guesses correctly. If needed give hints or let the student look at the pictures.

Ask students to pair up. One member of each pair should take five of their pictures and put them (in the tray you gave them, if available) on their desk. Have the students stand on opposite sides of the desk, one facing away, to play the game. Say, "Remember to focus when you look at the pictures and listen to your partner."

Walk around and monitor the activity. If students guess too easily (or have good memories) have them increase the number of pictures or objects.

When one partner guesses all the object correctly, have each pair of students switch roles and have the second student choose five pictures to place in the tray. Keep the pictures for the "Go Fish" game in this lesson.

Activity Sheet

Give students a printed copy of the Activity Sheet. Have students work with a partner to complete the activity by writing a number next the image that corresponds to the name of that image. Then, call students’ attention to the three columns below the set of images. . The columns are “home,” “work,” and “school.”

Students are to write the names of common objects in lists under the names of three places where they are found. For example, a bed is found at home. Note that many of the objects can be found in more than one place.

After the student groups have identified the objects and listed the places they are found, ask them to make sentences about each object in relation to the place it may be found, as, “We have a clock at school. We have chairs ‘n’ desks ‘n’ a calendar at school. We do NOT have a bed at school.” Ask one member of each group to give an example of one of their sentences.

Activity Sheet Answers – Lesson 4

Home	Work	School
bed	book	book
lamp	pen	bag
toy	clock	glasses
clock	laptop	calendar
money	desk	chair
phone	money	desk
pillow	lamp	map
	phone	clock

Go Fish Game

If time allows, tell students to join partners with a neighbor, so they have a group of four. The groups will then play the “Go Fish” game with their picture cards from the “Concentration” game. Have the students mix all the students’ sets of pictures together, then deal out five to each person. The rest are placed in a pile face down on a desk. The goal is to match pictures to make sets of two.

The student whose birthday is nearest starts by asking a particular student, “Do you have a lamp?” If the student has the lamp picture in their hand, they have to give it to the questioner. If they do not have it, they say, “I do not have a lamp. Go Fish!” and the

questioner may choose from the pile on the desk. If a lamp is found, the player places the two lamp pictures in the space in front of them on the table. Play continues to the left and when all the cards are drawn from the pile, the player with the most matches wins.

Day 5

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, "The city is big."
2. Marsha says, "Anna, do you have a pen?"
3. Pete says, "It is a book. It is a big book."
4. Marsha says, "It is not a pen, Anna."
5. Pete says, "Why do you have a map of the world?"
6. Pete says, "And now you have a lamp."

Writing

Discuss the vocabulary 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:

"Look at a drawer or table at home, or empty your school bag. What is on or in it? Use sentences like this: I have a pen in my bag."

Demonstrate with a tabletop or bag in the classroom.

Conversation

Anna: Pete, hi! Hi, we are here!
Pete: Hi, Anna! Hi, Marsha!
Anna: Hi!
Pete: How are you two?
Marsha: I am great!
Anna: You know, Pete, I am new to D.C. The city is big.
Pete: Yeah. But you learn a little more every day. How's the new apartment?
Anna: The new apartment is great! Let's get coffee!
Marsha: Anna, do you have a pen?
Anna: Yes. I have a pen in my bag. I have a ...
Pete: It is not a pen. It is a book. It is a big book.
Anna: Yes. Yes it is, Pete. I know I have a pen, though... I have a
Marsha: It is not a pen, Anna ... a toy?
Anna: I have a
Pete: And it is a pillow!
Anna: Pete, Marsha, I know I have a pen.
Marsha: Anna, it is a map.
Pete: Why do you have a map of the world?
Anna: Pete, Marsha. Now I know I have a pen.
Pete: And now you have a lamp.
Marsha: Anna.
Anna: I have a pen! Let's get coffee!

Resources

Key Words

bag - *n.* a soft container used to hold money and other small things

big - *adj.* large in size

book - *n.* a set of printed sheets of paper that are held together inside a cover or a long written work

coffee - *n.* a dark brown drink made from ground coffee beans and boiled water

lamp - *n.* a device that produces light

little - *adj.* small in size

map - *n.* a picture or chart that shows the rivers, mountains, streets, etc., in a particular area

pen - *n.* a writing instrument that uses ink

pillow - *n.* a bag filled with soft material that is used as a cushion usually for the head of a person who is lying down

toy - *n.* something a child plays with

world - *n.* the earth and all the people and things on it

Quiz - Level 1, Lesson 4 - What is it?

Listen. Circle the letter of the correct answer.

1. What does Anna say about the city?

- a. She likes the city.
- b. Anna says the city is great.
- c. She does not like the city.
- d. Anna says the city is big.

4. What does Marsha tell Anna?

- a. Marsha tells Anna the toy is not a pen.
- b. She tells Anna that she has a pen.
- c. Marsha says it is a toy.
- d. She asks if Anna has another pen.

2. What does Marsha want?

- a. She asks Anna where she has been.
- b. Marsha asks if Anna is going again.
- c. She asks Anna for a pen.
- d. Marsha wants to give Anna a pen.

5. What does Pete say about the map?

- a. Pete wants to look at the map.
- b. He asks why Anna has a map.
- c. Pete asks Anna to show him the map.
- d. He wants to put the map on the wall.

3. What does Pete say about the book?

- a. He thanks her for the book.
- b. Pete says it is a big book.
- c. He asks why she has a book.
- d. Pete wants to look at the book.

6. What does Pete say to Anna?

- a. I want to see your lamp.
- b. Where is my lamp?
- c. Now you have a lamp.
- d. Why do you have a lamp?

**Look at the words in the word bank.
Look at the pictures on the right.
Write the number for each word next to the
matching picture.**

WORD BANK

- 1 - Bag
- 2 - Book
- 3 - Toy
- 4 - Pen
- 5 - Laptop
- 6 - Desk
- 7 - Calendar
- 8 - Pillow
- 9 - Money
- 10 - Clock
- 11 - Lamp
- 12 - Chair
- 13 - Map
- 14 - Phone
- 15 - Glasses



Now work with a partner!

Write the name of common objects under the places you find them.

HOME

WORK

SCHOOL

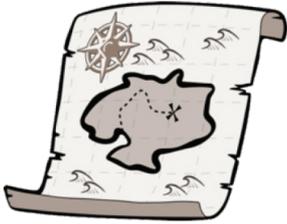
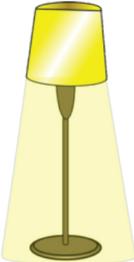
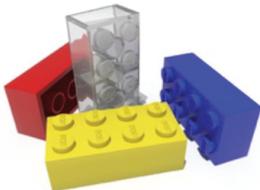
Bed

Main Video Images – What is it? – Lesson 4





Activity – What's in my hand?



LEVEL 1
LESSON 5
WHERE ARE YOU?

<p>Topics</p> <p>Asking about location Naming places and activities Name rooms in a house</p>	<p>Prepare Before Class</p> <p>Images of students in various study conditions.</p>
<p>Learning Strategy</p> <p>Plan to Learn</p>	<p>Goals</p> <p>Grammar: BE + location Speaking: BE + location Pronunciation: Question intonation</p>

Day 1

Introduce the Lesson Topic

Say, “Today we will learn about naming places, such as rooms in a house. We will also learn about asking questions.” Play the video or ask a few students to read the conversation. Tell students that the video will show four rooms in a house.

Tell students to repeat the following sentences when the video pauses or after listening to the conversation read aloud.

Main Video Script – Lesson 5

1. Listen:

I am in the living room.
I relax in the living room

Speak:

(Image of Anna in the kitchen)
I am in the _____.
(Image of Anna in the living room)
I relax in the _____.

2. Listen:

We sleep in the bedroom.
I wash in the bathroom.

Speak:

Now you try it. Say where you are.
We _____ in the _____.
I _____ in the _____.

Teach Key Words

Have students listen to the Speaking Practice video and say the words or repeat after you.

After the key words, the video teaches about places. Some places, like “upstairs” have no preposition. Point out the lines in the video: “I am in the kitchen” and “Let’s go upstairs.” Ask students to make sentences with other locations.

Speaking Practice Script – Lesson 5

1. Talking about location

Where + BE + Pronoun

Where are you?

Where _____? (you)

We usually use a preposition, like “in,” with a location. Some locations, like “upstairs” have no preposition.

2.

(Image of Anna walking up stairs)

I am upstairs.

(Image of Anna in the kitchen)

I am in the kitchen.

Now you try it.

I am _____. (in the kitchen)

Ask students about the location of places in your school. Tell them to use the word “in.”

Here are some possible questions and answers:

“Where are the books? - In the library / bookshelf”

“Where do we eat? - In the cafeteria / lunch room / yard.”

“Where is the headmaster / principal? – In the office.”

Pronunciation Practice

The Pronunciation Practice video teaches two ways to ask a question. The first way is to make your voice go up. For example, “You are in the kitchen?” The second way is to change the order of the subject and verb. For example, “Are you in the kitchen?”

Pronunciation Practice Video Script - Lesson 5

1. To ask a question, use a rising tone of voice.

Anna? Where are you?

A statement with a rising tone becomes a question.

Listen:

You are in the kitchen?

Now you try it. Say “You are in the living room” with a rising intonation.

You are in the living room?

2. Questions can change word order.

Listen:

You are in the kitchen. (graphics show ‘are’ and ‘you’ changing places.

Are you in the kitchen?

Now you try it. Make your voice go up at the end.

Are you in the kitchen?

Learning Strategy

Tell students that in today's lesson, they will learn how to plan to learn. Explain to students that when we study, we should think how we learn best. Because we are all different, we have different needs. Some people like to study in a café, with noise around them. Other people like to study in a quiet place.

Ask students to think for a few minutes about how they study best. Then ask them to tell you about where they like to study. Let several students respond.

Tell students that in this lesson, they are going to learn how to name rooms in a house and say what they do in each room. By the end of the lesson, they will also be able to plan how and where to study well.

Learn the Rooms in a House Activity

Show students the images from the resources section under the heading, How do you study best? Say, "Think about how you learn best. Do you like to study alone? Or with a friend? Maybe you like working in a small group." Cut out the first row of pictures and put each of the three pictures in a different corner of the room. These are:



After placing the images, explain, "These are our groups: - 1, study alone; 2, study with a friend; and 3, study in a group." If the room is large, draw the locations on the board and number them to make them clear to students.

Ask, "What do you like to have around you? Do you like to have some music playing? Or do you like a quiet place?"

See the Resources section for copies of these images. Place a copy of each of the images in the first three locations.



With music



In a quiet place



In a busy place

Continue, “In a minute, I will ask you to choose a group. Go to it and choose a picture to stand by - quiet, music, or busy. Ask one or two others near that picture to study with you today. Your job is to learn how to say, in English, the names of four rooms and what people do in the rooms.” Tell students they will work alone or in groups to learn how to say the names of the rooms and the activities.

Give students the “Rooms in a House” sheet from the resources section and these directions”

1. Take your paper and a pen, stand up and go to the place that matches you. Talk with the other students in your corner.
2. If you are in the ‘study alone’ corner, you can sit down there and begin studying alone for five minutes. Then work with a partner to practice what you learned.
3. In the other groups, make pairs or a small group to work on your assignment for this class.

If students hesitate to form groups, circulate around the room matching up students until everyone has either settled to work alone or with a group or partner.

Call students’ attention. Say, “Let’s come together again. Show me how well your study plan worked.” Have several groups or pairs of students ask and answer questions about the rooms in a house.

Ask what students think about the strategy, Plan to Learn. Were they in a “quiet” or “busy” group? Could they study well? Did they work alone or with a friend? Did the activity become easier working with a friend or in a group?

Activity – Things in a Home

Give students the Activity Sheet, which is similar to “Rooms in a House” used in the previous activity, but with furnishings. Ask them to write the name of each room in the blank space next to it. They can write the names of the objects or draw the furniture in the room itself. Tell students to compare with a partner’s sheet. Ask students to tell their partner about three things in their drawing, using the words they have learned so far. For example:

The bed is upstairs in the bedroom.

The table is in the kitchen.

The sofa is in the living room across from the television.

The bathroom is next to the bedroom.

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 “My friend Marsha is at her friend’s house.”
2. Marsha says “Anna, where are you?”
3. Anna says “I am in the bathroom.”
4. Anna tells her, “I am in the kitchen.”
5. Marsha says “I am in the bedroom.”
6. Anna says “Let’s go upstairs.”

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

Writing

Help students prepare to write by discussing activities in typical areas of a home where the students live. Give an example of connecting the activities in one room, such as: “I make dinner in the kitchen, then we eat it. After that, my husband washes the dishes.” Write some of the words students might need on the board for students to use in their written work.

Write the writing topic on the board:

Choose one room in your house. Write about three things you can do in the room.

Conversation

Anna: Hello, everyone! Today my friend Marsha is at her friend's house.
She says it is beautiful. I want to see this house! Here we are!

Anna: Marsha, I am in the kitchen!
It is a beautiful kitchen!

Marsha: It is beautiful.
We cook in the kitchen.

Anna: I eat in the kitchen.

Marsha: We relax in the living room.

Anna: I relax in the living room.
Marsha, let's go upstairs!

Marsha: Anna? Where are you?

Anna: Marsha, I am in the bathroom!
I wash in the bathroom.

Marsha: I am in the bedroom.
We sleep in the bedroom.

Anna: I sleep in the bedroom!

Key Words

bathroom - *n.* a room with a sink and toilet and usually a bathtub or shower

beautiful - *adj.* very good or pleasing; having beauty

bedroom - *n.* a room used for sleeping

eat - *v.* to take food into your mouth and swallow it

house - *n.* a building in which a family lives

kitchen - *n.* a room in which food is cooked

living room - *n.* a room in a house for general family use

relax - *v.* to spend time resting or doing something enjoyable

sleep - *v.* to rest your mind and body by closing your eyes

upstairs - *adv.* on or to a higher floor of a building

wash - *v.* to clean (something) with water and usually soap



Step 1: Write the name of each room.

Step 2: Choose an activity: eat / sleep / relax / wash

Step 3: Tell your partner what you do in each room



I relax in the living room.

- Living room**
- Kitchen**
- Bathroom**
- Bedroom**

STEP 1

Draw the objects or write their names in the rooms.

STEP 2

Write the name of each room.

STEP 3

Tell your partner where the objects are!

The stairs are in the living room.

Living room

Living room
Kitchen
Bathroom
Bedroom
Upstairs

microwave sofa television mirror refrigerator sink

bed shower toilet stove table

Quiz - Level 1, Lesson 5 - Where Are You?

Listen. Circle the letter of the correct answer.

1. Where is Marsha today?

- a. Marsha is at the front of the house.
- b. Marsha is at her house.
- c. Marsha is wearing a blouse.
- d. Marsha is at her friend's house.

4. What does Anna tell Marsha?

- a. I like chicken.
- b. What is in the kitchen?
- c. I am in the kitchen.

2. What does Marsha say?

- a. Andy wears shoes.
- b. Anna, what are you doing?
- c. Anna, where are you?
- d. Anna, this can't be true.

5. Where is Marsha?

- a. She is in the bathroom.
- b. She is in the bedroom.
- c. She is in the ballroom.
- d. She is in the kitchen.

3. Where is Anna?

- a. She is in the ballroom.
- b. She is in the bathroom.
- c. She is in the restroom.
- d. She is in the bedroom.

6. What does Anna say?

- a. Let's go upstairs.
- b. Let's sit on the chairs.
- c. Come upstairs.
- d. I am on the stairs.



With music



In a quiet place



In a busy place



With music



In a quiet place



In a busy place



With music



In a quiet place



In a busy place

Cut out the images above. Place one of each into the three locations around the classroom which are associated with studying alone, with a friend, or in a group.



LEVEL 1
LESSON 6
WHERE IS THE GYM?

Topics Informal greetings Asking questions and clarifying information about location Naming places Rooms and services in an apartment	Prepare Before Class A pen or any other small common object
Learning Strategy Ask Questions to Clarify	Goals Grammar: Prepositions: next to, behind, across from Pronunciation: Informal greetings Speaking: Asking about locations

Day 1

Introduce the Lesson Topic

Explain to students that when we learn new information, we can't always understand it all. Sometimes, we can only understand or remember a small part. When this happens, we can ask a question to get more information.

Tell students that in this lesson, they are going to learn how to ask questions and how to talk about where things are.

Present the Conversation

Tell students that the video will show Anna learning about her new apartment building. She meets her neighbor, Pete, and asks him the way to the gym. She finds every other place in the building before she finds the gym.

Play the video or ask two students to read the conversation.

If reading the conversation in class, have students practice the phrases in the box below after listening to the conversation

Main Video Script – Lesson 6

1. Listen:

Where is the gym?

The gym is across from the lounge.

Speak:

The gym is _____ the lounge.

2. Listen:

The mail room is next to what?

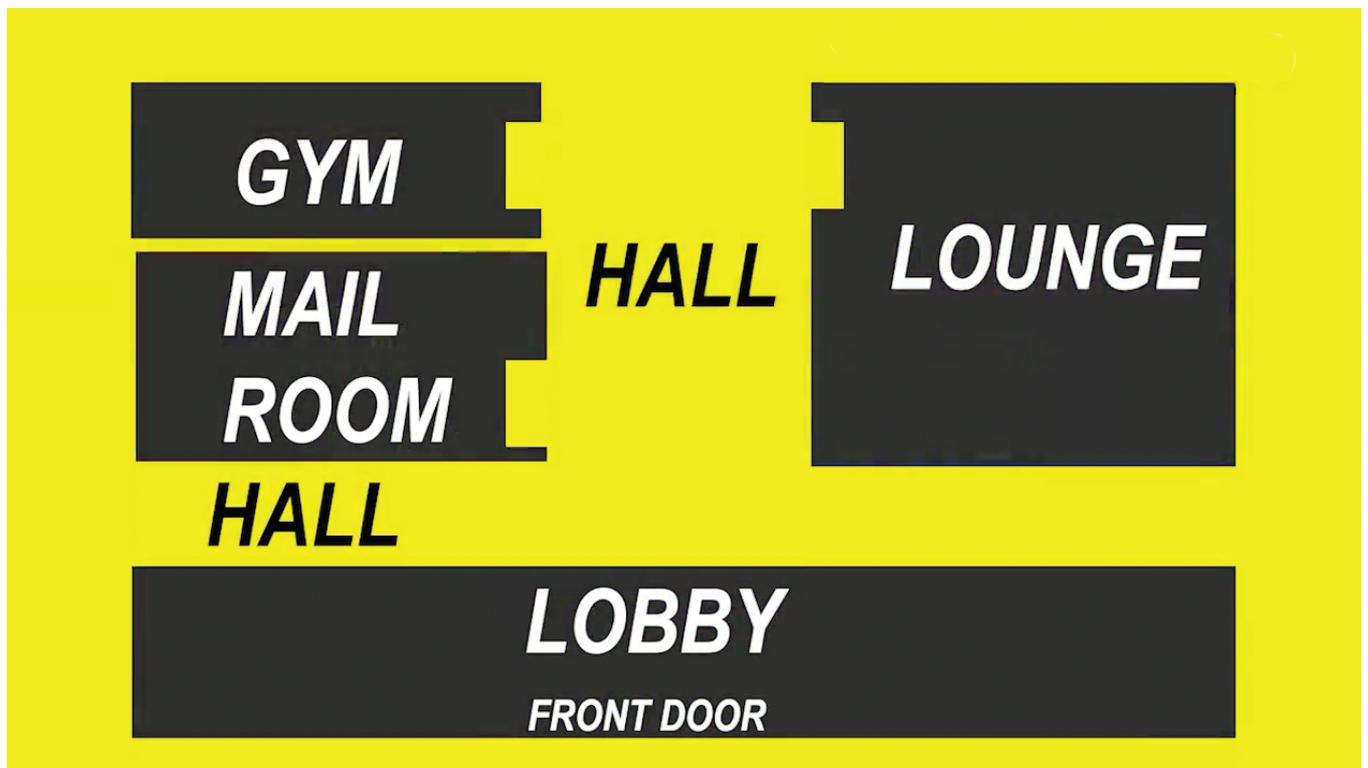
Speak:

The mail room is next to what?

Answer:

The mail room is next to the gym.

Show students the image that has the rooms in Anna's apartment building. The Speaking Practice video shows how to use three prepositions to describe locations.



Day 2

Speaking Practice

Play the Speaking Practice video. After the key words, the video teaches these prepositions: across from, next to, and behind. Ask students to try using these prepositions.

Tell students that they are going to practice talking about where things are, just like in the video. Write the prepositions “across from, next to and behind” on the board or show the images from the resource section of this lesson.

Speaking Practice Script – Lesson 6

1. ACROSS FROM

Listen:

Where is the gym?

The gym is across from the lounge.

Speak:

Now you try it. Where ____ gym? (is the)

The gym is _____ the lounge.
(across from)

3. NEXT TO

Now ask about the mail room.

_____ the mail room? (Where is)

It's _____ the gym. (Next to)

2. NEXT TO

Listen:

Where is the gym?

It's next to the mailroom.

Speak:

Where is the gym?

It's next to the mailroom.

4. BEHIND

Listen:

Where is the gym?

The gym is across from the lounge.

It is behind the lobby.

Speak:

Now you try it.

The gym _____ the lobby. (It's behind)

Teach each of the prepositions by moving to a different point by an object – a chair, for example.

Stand next to the chair, and say “I am next to the chair.” Stand behind the chair, and say “I am behind the chair.”

Point at two students who sit across from each other, and say “(Student’s name) sits across from (Student’s name).”

Then, write these sentences (including the blank spaces) on the board.

“Where is the _____?” and

“The _____ is ... where?”

Explain that the class will use these questions to play a game.

Hide and Seek Game

Ask a student to stand and close their eyes. Take out a pen, or another common object, and hide it somewhere in the room. Return to the center of the classroom, and ask the student to open their eyes.

Tell the student to find the pen by using the question “Where is the ____?” or “The ____ is ...where?” Remind them that questions to clarify start with a statement and end with a question word.

Then ask the other students in the class to tell their fellow student where the pen is, using the prepositions “across from, next to or behind.”

Show students how to help their fellow student find the pen (or other common object). For example:

Student: Where is the pen?

Classmates: The pen is next to the desk.

Student: The pen is ... where?

Classmates: The pen is behind the chair.

When the student finds the pen, let students know they will practice this in their next class. If time allows, tell another student to hide an object for another student.

Day 3

Giving Directions Pair Practice

Tell students to work in pairs. Give the Activity Sheet labeled “Student A” to one student in each pair. Then give the sheet labeled “Student B” to the other student in each pair. Tell the students who have “Student A” worksheets to hide their paper from their partner. Tell the students who have “Student B” worksheets to hide their paper from their partner.

Ask one pair of students to model steps 1, 2 and 3 as shown below.

1. Hide your paper from your partner. Ask your partner where something is in the apartment building.
2. Listen to your partner’s answer. Write the name of the room in the correct space. Then let your partner ask you a question. Read the correct answer below to your partner.
3. Ask your partner about other rooms in the building: lounge, mailroom, gym, lobby.

After the first pair of students has practiced the questions and answers, ask the entire class to complete the activity worksheet in the same way. When students have completed the worksheet, tell several pairs of students to ask and answer questions about common rooms in an apartment. Remind them to ask questions to clarify what their partner is saying.

Pronunciation Practice

The Pronunciation Practice video teaches informal greetings. The video shows both slow and fast versions of “How is it going?” and “It is going great. How is it going with you?” The video then teaches how to use the voice to ask a clarification question.

Pronunciation Practice Video Script - Lesson 6

1. When friends greet each other, they may do it this way:

How is _____? (it going)

_____ great! (It's going)

How is it going _____? (with you)

In fast speech, it sounds like this

How's it going?

It's going great, how's it going with you?

2. Start with a statement and add a question word for the thing you want to clarify, pause after the statement, and make your voice go up with the question word.

The gym is across from ... _____ (what?)

(After practicing with the video, have students form pairs and practice the greetings.)

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. Anna says “Where is the gym?”
2. Pete says “The gym is across from the lounge.”
3. “It's next to the mailroom.”
4. “The gym is across from.... what?”
5. “Across from the lounge.”
6. “It is behind the lobby.”

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.

Discuss the writing topic and write the topic on the board: What are some of the rooms in your school? Tell what you do in the rooms.

Give students one or two examples of rooms in the school. For example: We read in the library. We eat in the lunchroom.

Conversation

Anna: Hi there! I'm Anna and I live in Washington, D.C. Every day I learn more about this great city. People in Washington like to work out! Oh, hi, Pete. How's it going?

Pete: Hi, Anna. It's going great. How's it going with you?

Anna: Things are awesome! Pete, I want to work out. Where is the gym?

Pete: The gym is across from the lounge. It's next to the mailroom. Go that way.

Anna: Thanks, Pete!

(Anna walks away)

Pete: No, Anna! Not that way! Go that way! (He motions to his left; Anna walks to his right)

(In the mailroom)

Anna: Oh, Pete. This is not the gym.

Pete: That's right, Anna. This is the mailroom.

Anna: The gym is across from ... what?

Pete: The gym is across from the lounge.

Anna: Across from the lounge. Right. Thanks!

(In the lounge)

Anna: Pete! This is not the gym!

Pete: The gym is across from the lounge. It is behind the lobby.

Anna: Right. Right. See you.

Pete: See you, Anna!

Anna: See you.

Pete: See you, Anna.

(In the garage)

Anna: This is not the gym. This is a parking garage.

Anna: Hello? Pete?

(On the rooftop)

Anna: This is not a gym. This is a rooftop.

(In the gym)

Anna: Pete! Pete?

Pete: I want to work out too! Join me!

Anna: I'm good.

Key Words

across from – *prep.* on the opposite side from (someone or something)

behind – *prep.* in or to a place at the back of or to the rear of (someone or something)

elevator – *n.* a machine used for carrying people and things to different levels in a building

every – *adj.* used to describe how often some repeated activity or event happens or is done

gym – *n.* a room or building that has equipment for sports activities or exercise

lobby – *n.* a large open area inside and near the entrance of a public building (such as a hotel or theater)

lounge – *n.* a room with comfortable furniture for relaxing

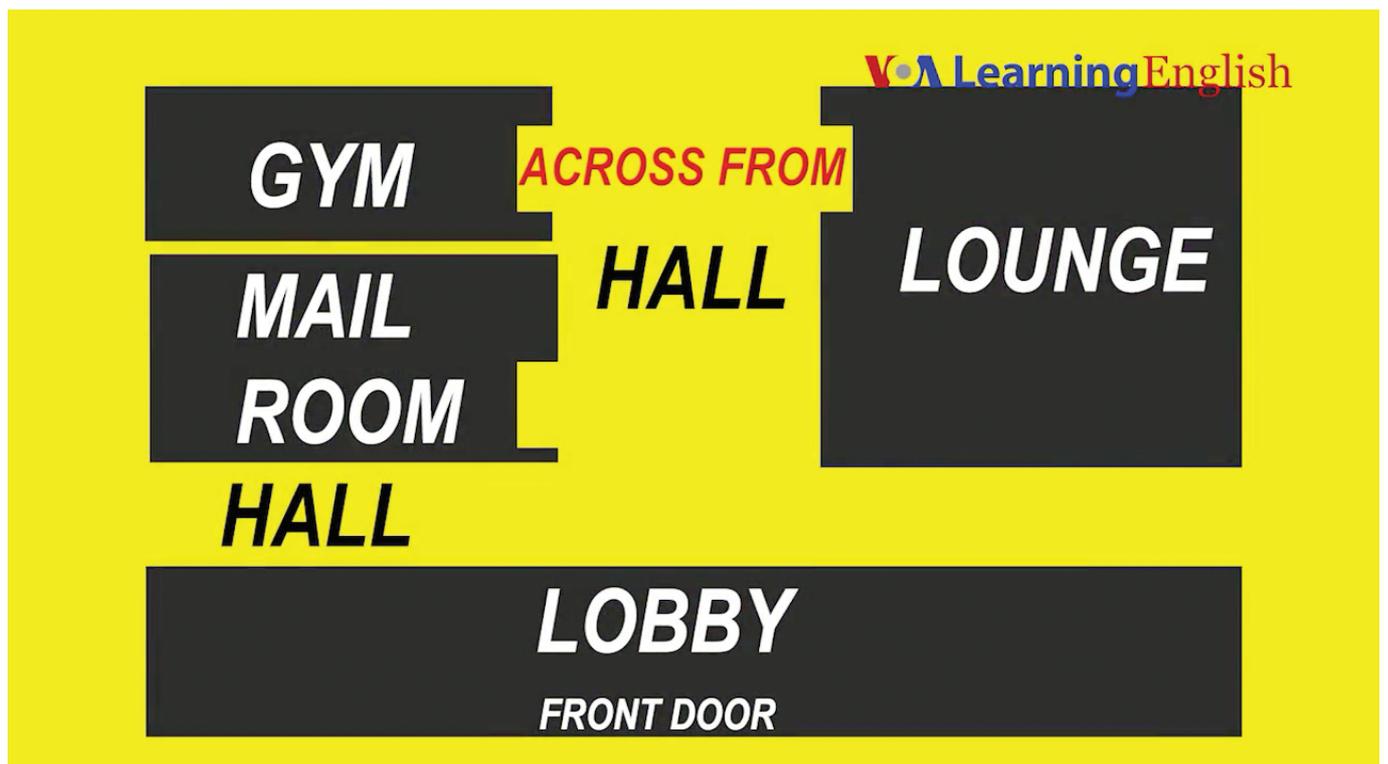
mailroom – *n.* a room in which mail is processed and sorted

next to – *prep.* at the side of (someone or something)

parking garage – *n.* a building in which people usually pay to park their cars, trucks, etc.

rooftop – *n.* the cover or top of a building or vehicle

work out – *phrasal verb.* to perform athletic exercises in order to improve your health or physical fitness



GYM

NEXT TO

MAIL

ROOM

HALL

HALL

LOUNGE

LOBBY

FRONT DOOR

GYM

MAIL

ROOM

HALL



BEHIND

LOUNGE

LOBBY

FRONT DOOR

Quiz - Level 1, Lesson 6 - Where Is the Gym?

Listen. Circle the letter of the correct answer.

1. What does Anna say to Pete?

- a. Where is the gym?
- b. Where is Tim?
- c. What are you wearing?
- d. Where is the lobby?

4. What does Anna ask Pete?

- a. The gym is across from ... what?
- b. The gym is near to what?
- c. Tim lives across from ... what?
- d. You are the boss? What?

2. What does Pete say to Anna?

- a. The gym is across from the lounge.
- b. Tim lives across from the lounge.
- c. The gym is near to the lounge.
- d. The gym is behind the lounge.

5. What does she say?

- a. Across from the lounge.
- b. Walk across the lounge.
- c. A crosswalk is near the lounge.
- d. Where are you now?

3. Where is the gym?

- a. It's next to the mailroom.
- b. It's across from the mailroom.
- c. It's behind the mailroom.
- d. It's near the mailroom.

6. What does Pete say?

- a. It is behind the lobby.
- b. Have you seen Robbie?
- c. It is across from the lobby.
- d. I live near the lobby.

STUDENT A

STEP 1

Hide your paper from your partner.
Ask your partner where something is in the apartment building.

STEP 2

Listen to your partner's answer. Write the name of the room in the correct space.
Then let your partner ask you a question. Read the correct answer below to your partner.

STEP 3

Ask your partner about the other rooms in the building:



Answers for your partner

The mailroom is behind the lobby.

The gym is next to the mailroom.

The lobby is across from the lounge.

Where is the lobby?

The lobby is next to you.

Answers for your partner

	MAIL ROOM	GYM
PARKING GARAGE	LOBBY	LOUNGE

STUDENT B

STEP 1

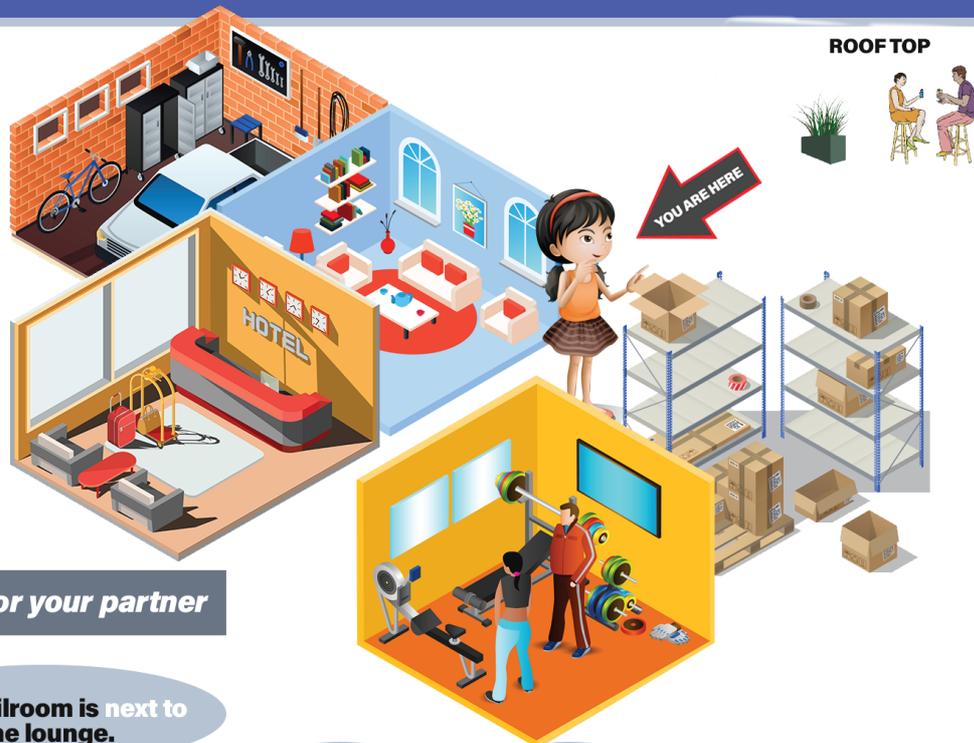
Hide your paper from your partner.
Ask your partner where something is in the apartment building.

STEP 2

Listen to your partner's answer. Write the name of the room in the correct space.
Then let your partner ask you a question. Read the correct answer below to your partner.

STEP 3

Ask your partner about the other rooms in the building:



Answers for your partner

The mailroom is next to the lounge.

The gym is across from the lobby.

The lounge is behind the lobby.

Where is the lounge?

The lounge is next to you.

Answers for your partner

PARKING GARAGE	LOUNGE	MAIL ROOM
	LOBBY	GYM



LEVEL 1
LESSON 7
WHAT ARE YOU DOING?

Topics Everyday activities Checking understanding	Prepare before class A pen (or any other small common object)
Learning Strategy Ask Questions to Clarify	Goals Grammar: Present continuous tense; Questions for clarification Pronunciation: Shortened form of Present Continuous verbs; shorter form of the question phrase, "What are you doing?" Speaking: Asking questions to clarify.

Day 1

Introduce the Lesson Topic

In this lesson, students learn how to ask questions to learn more about what people are doing.

Say, "Today we will learn about the present continuous tense, which is used to talk about something happening now."

Give an example: "I am teaching English." Make gestures like writing on the board.

Ask one student, "What are you doing? Are you learning French?" Help the student say "I am not learning French."

Write the sentences on the board, and underline the 'ing' attached to each verb.

What are you doing? I am teaching I am not learning French

Explain that the present continuous tense can show what someone is doing or not doing.

Learning Strategy

In Lesson 6 students learned to ask for more information about places. In Lesson 7, students learn to ask questions about the things people are doing.

Present the Conversation

Tell students that the video will show Anna asking about what her coworkers are doing. Play the video or have five students read the script for the video at the end of this lesson. Have students repeat the example questions shown in the video or the box below.

Main Video Script – Lesson 7

1. Listen:

What are you doing? I am writing.

Speak:

What are you _____ ? (doing) I am _____ .

(writing) Listen:

Are you recording?

Are you reading the news?

2. Listen:

Are you recording?

Are you reading the news? Speak:

Are you _____ ? (recording)

Are you _____ the news? (reading)

Speaking Practice

Have students watch the Speaking Practice video and say the new words for this lesson or repeat them after you. After the key words, the video teaches how to ask questions about everyday activities in the present continuous tense.

Speaking Practice Script – Lesson 7

1. BE + verb + ing

Listen:

What are you doing? I am writing.

Now you try it.

_____ doing? (what are you)

What are you doing?

Answer with working.

I _____. (am working)

2. Clarification questions: BE + verb + ing

Listen:

Are you writing? Yes, I am writing.

Now it's your turn. Are you recording?

Answer: Yes, I _____. (am recording.)

Clarification questions:

BE + verb + ing + object

Are you reading the news?

Yes, I am reading the news.

Are you doing your show?

Answer: Yes, _____ my show.

(I am doing)

If you do not use the video, write the question forms on the board and show how the word order changes from a statement (You are working) to a question (Are you working?).

Day 2

Activity Sheet – Practice Present Continuous

Hand out the Activity Sheet and ask students to form pairs. Tell the class: “First write the missing letters. After you complete the worksheet, take turns. Pick a verb, then use your body to act out the verb. Your partner will guess the verb by asking, Are you ___-ing? Think of other questions to ask: Where are you walking? How fast are you walking? Why are you walking?”

Have one pair of students do the activity to show the class how to ask many questions.

To check the activity, have several pairs of students stand up and ask and answer questions about the activities. Then tell them to ask questions to get more information about what their classmates are doing. (when, where, how, etc)

Jobs Around Us

Explain that in the video for this lesson, Anna see her co-workers doing their jobs. Ask students to look at the script and see if they can tell what jobs Anna’s co-workers are doing. For example, Anne is writing. Is she a writer? Jonathan reports the news. He is a reporter.

Ask students to look around them at school and at home and talk about what people are doing at their jobs. For example, “The teacher is teaching. S/he is a teacher.”

Show pictures of people in various jobs around your school or town, such as a shop keeper, a person who is building, a person who is gardening, and so on. Have students write sentences about what each person is doing.

As a homework assignment, ask students to talk with family members or friends and ask them to tell about the jobs they have done in the past or the job they would like to have in the future. Compile a list of the jobs and teach students how to say several of the most common ones in English.

Day 3

Pronunciation Practice

The Pronunciation Practice video teaches the reduced form of the present continuous tense, or writin’ instead of writing. The video then teaches how the words “What are..” are shortened as “What’re.”

Pronunciation Practice Video Script - Lesson 7

1. In the present continuous tense, verbs end in “ing”.

In careful speech Americans pronounce the “g” at the end of the verb.

However in fast speech, many Americans do not pronounce the “g” at the end of the verb.

The result sounds like this:

writin' doin' readin'

Here is an example.

Careful speech: I'm reading a book

Fast speech: I'm readin' a book.

Now you try it. Make “I am” shorter, too.

Listen:

I am recording my show. Speak:

_____'_____ my show (I'm recordin')

2. Another way Americans shorten words is to put them together.

“What” and “are” often sound like “what're”

Now you try it.

Listen:

What're you doin'?

Speak:

_____ you doin'? (What're)

Ask students to take out their Activity Sheets for this lesson, or show a list of the verbs that students learned in the activity. Have students make pairs and practice asking and answering questions with the informal pronunciation of the present continuous and the short form of the greeting, “What're you doing?”

Example:

Student A: What're you doin'?

Student B: I'm readin'.

Student A: What're you readin'?

Student B: I'm readin' a book.

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. Caty says “What are you doing?”
2. Amelia says “I am reading for my show.”
3. Amelia says “I am reading.”
4. Anna asks “Are you recording?”

5. Jonathan says "I am doing my show."
6. Anna asks "What are you doing?"

Collect the papers or have students exchange papers and check the answers together.

Writing

Discuss some activities students like to do after school, such as playing football, cricket, or basketball, visiting shops, talking with friends, reading, and listening to music. Write some of the verbs on the board for students to copy for use in their written work.

Give the writing assignment in class or as homework. Remind students to use the present continuous tense. Write the writing topic on the board:

What are you doing now? What are your friends doing?

Here is an example: "I am reading and my friends are listening to music."

Conversation

- Caty: Come in.
- Caty: Well, Anna, welcome. Anna: Thank you.
- Caty: I am your boss, Caty Weaver. But, please call me Caty.
- Anna: Thank you, Ms. Weaver.
- Caty: Just Caty.
- Anna: Sure thing, Ms. Weaver. Caty: Okay then. Are you excited?
- Anna: Yes, I am excited!
- Caty: So sorry, but I am busy. Please meet your co-workers. But remember, they are busy working.
- Anna: Sure. Thanks, Ms. Weaver. Anna: Hi there! I'm Anna.
- Anne: Hi, Anna. I'm Anne.
- Anna: Nice to meet you. What are you doing?
- Anne: Um, I'm writing.
- Anna: You are writing! You are writing a lot!
- Anna: Oh! Oh dear.
- Anne: No! No! That's okay. Anna: I am sorry!
- Anne: That's okay. Really. Anna: I am sorry!
- Anne: Please. Please. Please stop. Please. Anna: Sorry. Sorry.
- Jonathan: "and people all around the world are waiting to hear news about the next president..."
- Anna: Jonathan, hi! Remember me? I live in your building.
- Jonathan: Oh. Uh. Hi, Anna.
- Anna: What are you doing?
- Jonathan: I am doing my show!
- Anna: Oh, sorry. Are you recording?
- Jonathan: Yes! And, now I have to record again!
- Anna: Sorry. Have a good show.
- Jonathan: Thank you.
- Anna: Sorry.
- Amelia: The word of the day is social. Social -
- Anna: Oh! Hi!
- Amelia: - is an adjective.
- Anna: Hi! I'm Anna!
- Amelia: Hi. I'm Amelia.
- Anna: Nice to meet you!
- Anna: What are you doing?
- Amelia: I'm reading.
- Anna: Are you reading the news? Hi!
- Amelia: No, I'm reading for my show. (to camera person) Can I read again?

Anna: Sorry.
Anna: This day is not going well.
Caty: Anna! Hi! What're you doing?
Anna: I am bothering people, Ms. Weaver.
Caty: Let's go to my office and talk.
Anna: I like to talk with you, Ms. Weaver.
Caty: It's Caty.
Anna: Right. Thanks.... Ms. Weaver.

Key Words

boss – *n.* the person whose job is to tell other workers what to do

bother – *v.* to annoy someone or to cause someone to feel annoyed

busy – *adj.* actively doing something

excited – *adj.* very enthusiastic and eager about something

nervous – *adj.* having or showing feelings of being worried and afraid about what might happen

news – *n.* information that is reported in a newspaper, magazine, or a television news program

office – *n.* a building or room in which people work at desks doing business or professional activities

read – *v.* to look at and understand the meaning of letters, words, symbols, etc.

record – *v.* to store (something, such as sounds, music, images, etc.) on tape or on a disk so that it can be heard or seen later

show – *n.* a television or radio program

work – *v.* to do things as part of your job

write – *v.* to create (a book, poem, story, etc.) by writing words on paper or on a computer

Quiz - Level 1, Lesson 7 - What are you doing?

Listen. Circle the letter of the correct answer.

1. What does Caty say?

- a. Where are you going?
- b. Who are you?
- c. What are you doing?
- d. What do you want?

4. What does Anna ask?

- a. Are you reading?
- b. Are you roaring?
- c. Are you recording?

2. What is Amelia doing?

- a. She doesn't know.
- b. She is reading.
- c. She's pleading to save her show.
- d. She is reading for her show.

5. What is he doing?

- a. He is doing his shopping.
- b. He is reading.
- c. He is doing his show.
- d. He is writing.

3. What does Amelia say?

- a. She is recording.
- b. She is reading.
- c. She is bleeding.
- d. She is feeding.

6. What does Anna ask?

- a. Water? Are you drinking?
- b. What are you doing?
- c. Are you recording?

Write the present continuous form of the verbs in the space below.



write



swim



dance



drive



cook



run



sing



read

<p>1 EXAMPLE</p>  <p>swimming</p>	<p>5</p>  <p>c o n</p>
<p>2</p>  <p>wr t g</p>	<p>6</p>  <p>nc ng</p>
<p>3</p>  <p>adi g</p>	<p>7</p>  <p>dr i g</p>
<p>4</p>  <p>u ing</p>	<p>8</p>  <p>ngi</p>

- STEP 1 - Now hide your paper from your partner.
- STEP 2 - Choose one of the verbs.
- STEP 3 - Use your body to pretend you are doing the action of the verb.
- STEP 4 - Ask your partner to guess what you are doing.
- STEP 5 - When your partner guesses the correct action, let them try pretending.
- STEP 6 - Then you guess what they are doing.





LEVEL 1
LESSON 8
ARE YOU
BUSY?

Topics Times of day: morning, evening, afternoon	Prepare Before Class Times of day images
Learning Strategy Use What You Know	Goals Grammar: BE - short answers; simple present tense to describe routine activities Speaking: Times of day; regular activities Pronunciation: Hesitation noise “um;” apologizing with stress or intonation

Day 1

Introduce the Lesson Topic

Say, “Today we will learn about how to talk about times of the day. By the end of the lesson, you will be able to ask and answer questions about regular activities.”

Draw on the board or show on screen three images representing morning, afternoon, and evening.



Ask students to name the times. Write the English name under each image: morning, afternoon, and evening.

Ask students if they know how to say the time before lunchtime (a.m.). Then ask about the time after lunchtime, or p.m. Ask, “What time does our class begin? What time does our class end?”

Learning Strategy

Tell students that in today's lesson, they will learn to use what they know. They will use what they know to talk about things they do every day.

Give an example, "When I learn about time in English, I can use what I know about time in my own language. We also talk about morning, afternoon, and evening. We know that a.m. is in the morning and p.m. is in the afternoon and evening. We know numbers, too. We can use what we know to make learning the words in English easier."

Present the Conversation

Tell students that the video will show three people saying what they do at the same time every day. Play the video or ask some students to read the conversation.

Main Video Script – Lesson 8

1. Listen:

Are you busy?

Yes, I am busy.

Speak:

___ ___ busy? (Are you)

Yes, ___' ____. (I'm busy)

2. Listen:

I am sorry.

It's okay.

Speak:

___ ___ sorry. (I am)

___' ____. (it's okay)

Day 2

Speaking Practice

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 the times of day.

Speaking Practice Script – Lesson 8

1. Today, yesterday

Listen: Today is a new day.

Let's not talk about yesterday.

Speak: ___ is a new day. (today)

Let's not talk about _____. (yesterday)

2. Morning, afternoon, evening

Listen: Every day I do my morning show.

Come by this afternoon.

I am recording my evening show.

Speak: Every day I do my _____ show. (morning)

Come by this _____. (afternoon)

I am recording my _____ show, (evening)

Activity – Times of My Day

Give students the Activity Sheet and ask them to work in pairs. Say, “Remember to use what you know about your day, and the times you are busy, to practice English.”

Say, “To do that, stop and think. Ask yourself: What am I doing in the morning tomorrow? What am I doing in the afternoon? What am I doing in the evening? With a clear picture in your head, say the English sentence to yourself, ‘I am studying,’ or ‘I am work- ing.’ Then turn to your partner and answer the question.”

You can use a short answer first, ‘Yes, I am busy.’ or ‘No, I am not busy.’

Once students have completed the worksheet, ask several students to show how they ask and answer questions about times and activities.

Pronunciation Practice

The Pronunciation Practice video teaches the hesitation noise, “Um.” The video also teaches how to offer and accept an apology.

Day 3

Pronunciation Practice Video Script - Lesson 8

1. Hesitation noises:

When Americans want more time to think about what they are saying, they often use a hesitation noise, like “uh” or “um.”

Listen to Jonathan when he is talking to Anna. He does not want Anna to see what he is doing in the studio.

Anna: May I see the studio?

Jonathan: Um, maybe another time, right now I am busy.

Now you try it. Use “um” to make more time to answer a question.

What is 1,012 and 536?

Speak:

____, it’s one thousand five hundred and forty-eight. (Um)

2. Apologizing.

Americans often say they are sorry for bothering someone. Listen to Anna apologize. Notice her voice the second time she says she is sorry. Amelia accepts Anna’s apology by saying, “It’s okay.”

Anna: I want to say I’m sorry for yesterday.

Amelia: It’s okay, Anna.

Anna: Well, I am sorry.

Amelia: It’s okay, Anna. Come by this afternoon.

Now you try it. Make your voice louder for “am.”

I am _____. (sorry)

It’s _____. (okay)

Practice Making Apologies

Have students brainstorm reasons they might apologize to a friend. For example, being late for a meeting, forgetting a birthday, bumping into them. Write a list on the board.

Have students form pairs. Ask a pair to help demonstrate in front of the class. Ask one of the students to choose a reason and make an apology: "I'm sorry for being late."

Ask the other to say, "It's okay."

Have the rest of the class continue with the other reasons. Tell the students to take turns, one member of the pair apologizing and the other accepting the apology.

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. Anna says "Yes, Ms. Weaver. I am busy."
2. Amelia says "I'm a little busy."
3. Jonathan says "I am busy. When the studio light is on, I am recording my evening show."
4. Anne says "Yes. At 10 a.m., I am writing."
5. Anna says "May I see the studio?"

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

Writing

Discuss the vocabulary 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: What do you do every morning?

Here is an example: "I wake up and wash every morning. At 7:00, I am cooking breakfast for my sister, and then I go to school."

Conversation

- Anna: Hello, everyone. Here I am at my new job! Yesterday at my first day of work ... Well, let's not talk about yesterday. Today is a new day! Today I want to apologize to my co-workers.
- Anna: Hi, Anne. Are you busy?
- Anne: Hi, Anna. Yes. At 10 a.m. I am writing. Every day I do my morning show. Sorry!
- Anna: Okay. See you later, maybe.
- Anne: Maybe I'll see you later.
- Anna: Hi, Jonathan. Are you busy?
- Jonathan: Yes, I'm busy. When the studio light is on, I am recording my evening show.
- Anna: Right. Sorry about yesterday.
- Jonathan: No worries.
- Anna: May I see the studio?
- Jonathan: Um, maybe another time? Right now I am busy.
- Anna: Sure. Okay, 'bye.
- Jonathan: 'Bye.
- Anna: Hi, Amelia! Are you busy?
- Amelia: I'm a little busy.
- Anna: I want to say I'm sorry for yesterday.
- Amelia: It's okay, Anna.
- Anna: Well, I am sorry.
- Amelia: It's okay, Anna. Come by this afternoon.
- Anna: Okay.
- Caty: Anna.
- Anna: Yes, Ms. Weaver.
- Caty: Are you busy?
- Anna: Yes, Ms. Weaver. I am busy.
- Caty: My office. 5:00 p.m.
- Anna: 5:00 p.m.
- Caty: Come in.
- Coworkers: Surprise!
- Anna: A party! Awesome! And I still have my job! Phew!* Until next time!

* *Phew!* is a sound used to show that you are relieved, tired or hot.

Key Words

afternoon - *n.* the middle part of the day : the part of the day between noon and evening

apologize - *v.* to express regret for doing or saying something wrong : to give or make an apology

evening - *n.* the last part of the day and early part of the night

job - *n.* the work that a person does regularly in order to earn money

later - *adj.* happening near the end of a process, activity, series, life, etc.

light - *n.* a source of light (such as an electric lamp)

maybe - *adv.* possibly but not certainly

morning - *n.* the early part of the day : the time of day from sunrise until noon

now - *adv.* at the present time

studio - *n.* the building or room where an artist works

surprise - *n.* an unexpected event, piece of information, etc.

yesterday - *n.* the day before today

Times of Day



Morning



Afternoon



Evening

Choose two of the listed verbs.
Write the present continuous form of the verbs
in two of the boxes next to your name.



Your Name	Tomorrow Morning	Tomorrow Afternoon	Tomorrow Evening

- Ask your partner about when they are busy.
- Listen to their answers.
- Ask your partner what they are doing when they are busy.
- Write your partner's answers in the space below.
- Find three more people and repeat this activity.



Your Name	Tomorrow Morning	Tomorrow Afternoon	Tomorrow Evening
Example	Studying	Working	Exercising

- Try and find one person who is free at the same time as you!



Quiz - Level 1, Lesson 8 - Are You Busy?

Listen. Circle the letter of the correct answer.

1. What does Anna say?

- a. She says that she is busy.
- b. She says that she sees bees.
- c. She says that she is not busy.
- d. She says that she wants to meet at 5pm.

4. What does Anne do at 10 am?

- a. Anne talks about human rights.
- b. Anne writes at 10 am.
- c. Anne is recording at 10 am.
- d. Anne is running at 10 am.

2. What does Amelia say?

- a. Amelia says she is busy.
- b. Amelia says she is not busy.
- c. Amelia says she is a little busy.

5. What does Anna want to do?

- a. She wants to see the studio.
- b. She wants to record a show.
- c. She wants to listen to music.

3. What is Jonathan doing when he turns the studio light on?

- a. He is calling his friends.
- b. He is recording his show.
- c. He is watching a show.
- d. He is taking a nap.



Topics Talk about weather Agree and disagree Use Fahrenheit or Celsius Short answers	Prepare before class Weather images for your area
Learning Strategy Look for Ways to Practice	Goals Grammar: Short answers Pronunciation: Reduced form of short affirmative answers (Yessitis) Speaking: Different intonations of 'oh'

Day 1

Introduce the Lesson Topic

Say, "Today, we will learn to talk about the weather. We will also learn to use short answers, and agree or disagree."

Ask students how often they talk about the weather in their native language.

Tell them that when learning English, students can use a common topic like the weather to practice talking with friends, classmates and other people they meet.

Ask students what words they already know in English to describe the weather. List the words they say on the board.

Learning Strategy

Tell students that in today's lesson, they will learn to Look for Ways to Practice as they learn to talk about the weather.

Give an example, "When I am at the coffee shop I often see people around me who look

like they might speak English. If a person is not busy, I ask them, 'Excuse me, do you speak English?' If they say, 'Yes,' I continue.

One good topic is weather. I can ask, 'It is cold out' or 'It is a warm day' and begin a conversation. I can then practice speaking and improve my English skills. I always remember to thank the person for speaking with me in English."

Remind students throughout this course to Look for Ways to Practice.

Present the Conversation

Tell students that the video will show Anna talking on her phone about the weather. Play the video or ask a few students to read the conversation.

Tell students to respond when there are pauses in the video or have them repeat the sentences below after the conversation.

Main Video Script – Lesson 9

Is it Cold?

1. Listen:
Is it windy today?

Speak:
Is it ___ today? (windy)

Listen:
No, it is not windy today.

Speak:
No, it is _____ today. (not windy)

2. Listen:
Is it sunny today?

Speak:
___ ___ sunny today? (Is it)

Listen:
Yes, it is sunny.

Speak:
Yes, it _____. (is sunny)

Review the language of the conversation by asking a student, "What is the weather in Washington, D.C.?" (Answer: It is snowy.)

Ask another student: "Is that right?" The other student should respond, "Yes, it is." Point out this is agreeing. Tell students. "If I say, 'the weather in Washington is snowy, you can say, 'No it isn't.' That is disagreeing."

Continue by asking, "What is the weather in Mexico City?" Help the student to answer, "It is warm and sunny." Ask again, "Is that right?" and have a student agree or disagree.

In pairs, students should practice the video conversation together, one acting as Anna's phone and the other acting as Anna.

Speaking Practice

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 rising and falling intonation with the word, “oh.”

Speaking Practice Script – Lesson 9

1. Americans often make sounds, also called interjections, that have many different meanings. Interjections can convey different feelings depending on the intonation of the speaker’s voice. One example is “Oh.” In the video, you hear Anna say “Oh” twice.

3. The second time you hear Anna say “oh” is at the end of the video, when she says, Anna: Oh. I see. Mexico.
In this case, “oh” means that Anna understands a statement, and she does not like it.

2. The first time she says “Oh” is at the beginning of the video.

Anna: Oh! Hi, everyone!

In this case, “oh” means that Anna is surprised by something. Notice her voice goes up when she says “oh!”

4. Here are two examples.

Listen:

Oh! Hello!

Now you try it. Make your voice go up.

____! Hello! (Oh)

Listen:

Oh. The weather is bad today. Now make your voice go down.

____. The weather is bad today. (Oh)

Write several sentences on the board with the interjection “Oh!”

Make some positive and some negative, and some unclear – so students will have the chance to sound either positive or negative about the sentence:

Oh! I forgot to bring my book.

Oh! I won the prize!

Oh! I got a B on the test.

Oh! She’s back!

Activity– Talking About the Weather

Review the instructions on the Activity Sheet before class so that you can simply explain them to students.

Hand out copies of the Activity Sheet. Show how to fix the letters to write the weather words. The first one is done. It is ‘warm.’

Instruct students to find a partner to work with. Tell students that they are going to practice talking about the weather by pretending to be in one of the cities on the map.

Explain the instructions to them and be sure they understand that their partner must guess their city by asking questions.

Comment during the practice, "When you can talk about the weather in English, you can find ways to practice with many other people."

Once all have finished have several pairs of students demonstrate.

Day 3

Pronunciation Practice

The Pronunciation Practice video teaches how Americans often answer yes/no questions quickly, with no break between the words. The video also teaches how to ask a yes/no question.

Pronunciation Practice Video Script - Lesson 9

1. Pronouncing Yes/No Questions and Short Answers.

When Americans answer a yes/no question with "yes," we sometimes say the answer with no break. The sounds blend together. Here is an example.

Listen:

Is it sunny today?

Speak:

Yes, it is sunny.

3. When we answer a yes/no question politely, we use a short answer.

A short answer is the adverb "yes" or "no" followed by a pronoun and the BE verb, with "not" if the answer is "no."

Usually the word "not" is shortened. We do not always repeat the adjective or main verb of the question. We stress the BE verb and "not" or say them louder to make our answer clearer.

2. Write it like this:

Yes, it is.

Say it like this:

Yessitis.

Now you try it. Listen:

Is it snowy today? Speak:

Answer quickly.

Yes, (it is snowy.)

(It sounds like: yessitissnowy.)

4. Yes/No + pronoun + BE + (Negative)

Here are some examples.

Listen:

Are they busy? Speak:

Yes, they are. Listen:

Is she nervous? No, she isn't.

5. Now you try it. Speak:

___ nervous? (Is she)

Speak:

Answer with no.

___ she _____. (No...isn't)

Listen:

Are you working? No, I'm not.

Now you try it. Ask a yes/no question. Speak:

Are you _____? (busy) Answer with no

_____. (No, I'm not.)

Have students think of questions that can be answered with "yes" or "no."

Write the questions on the board and ask students to make pairs to practice asking and answering.

For example:

Are you a student? – Yes, I am.

Are you a teacher? – No. I'm not.

Remind students they can blend the short answer together as shown in the video.

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. Anna asks, "What is today's temperature?"
2. The phone says "Yes, Anna, it is warm."
3. The phone says "No, it is not windy today."
4. Anna says "Is it sunny today?"
5. Anna says "It is cold and windy and snowy."

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

Writing

Discuss the vocabulary 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:

What is the weather where you are? What do you want to do tomorrow? Will it be a nice day?

Later, check students' weather forecasts and have them write about what they did on the day they wrote about.

Conversation

- Anna: Oh, hi, everyone! Here in Washington, DC, the weather changes often. One day is cold and windy. But the next day is warm and sunny! So, every day I check the forecast. Hello, Phone? What is today's temperature?
- Phone: Today it is 18 degrees ...
- Anna: Eighteen degrees! That is cold!
- Phone: ... eighteen degrees Celsius.
- Anna: Oh, Celsius. That is 65 degrees Fahrenheit. That's warm.
- Phone: Yes, Anna. It is warm.
- Anna: Excuse me, Phone. Is it windy today?
- Phone: No, it is not windy today.
- Anna: Is it sunny today?
- Phone: Yes, Anna. It is sunny.
- Anna: Excuse me, Phone?
- Phone: Yes, Anna.
- Anna: Is it snowy today?
- Phone: No, Anna. It is not snowy.
- Anna: Thank you, Phone!
- Anna: Today the weather is warm and sunny -- great for seeing Washington, D.C.
- Anna: Phone! It is not warm and sunny! It is cold and windy and snowy!
- Phone: Anna, it is not cold, windy, or snowy. It is warm and sunny ... in Mexico City, Mexico.
- Anna: Oh. I see. Mexico.
- Anna: Washington weather changes often. Remember to check the forecast -- the right forecast.
- Phone: Yes, Anna. Next time remember to check the right fore...
- Anna: Okay, thank you Phone. Goodbye, Phone.
Until next time

Key Words

Celsius - *adj.* relating to or having a scale for measuring temperature on which the boiling point of water is at 100 degrees and the freezing point of water is at 0 degrees

change - *v.* to become different

check - *v.* to get information by looking at something, asking about something, etc.

cold - *adj.* having a very low temperature

degree - *n.* a unit for measuring temperature

Fahrenheit - *adj.* relating to or having a scale for measuring temperature on which the boiling point of water is at 212 degrees above zero and the freezing point is at 32 degrees above zero

forecast - *n.* a statement about what you think is going to happen in the future

phone - *n.* a device that is connected to a telephone system and that you use to listen or speak to someone who is somewhere else

snowy - *adj.* having falling snow or covered with snow

sunny - *adj.* having plenty of bright sunlight

temperature - *n.* a measurement that indicates how hot or cold something is; a measurement in degrees showing the heat of something (such as air or water)

warm - *adj.* somewhat hot; not cool or cold

weather - *n.* the temperature and other outside conditions (such as rain, cloudiness, etc.) at a particular time and place

windy - *adj.* having a lot of wind

Quiz - Level 1, Lesson 9 - Is it Cold?

Listen. Circle the letter of the correct answer.

1. What does Anna want to know?

- a. Anna wants to know what time it is.
- b. Anna wants to learn about today's news.
- c. Anna wants to know the temperature.
- d. Anna wants to know how to make tea.

4. What does she ask?

- a. She asks if it is sunny.
- b. She asks if it is windy.
- c. She asks if it is snowy.
- d. She asks if it is rainy.

2. What does the phone say?

- a. "Yes, Anna, it is a farm."
- b. "Yes, Anna, it is warm."
- c. "Yes, Anna, I have no charm."
- d. "Yes, Anna, it smells like a barn."

5. What do you learn about the weather in Washington, DC?

- a. It is warm today.
- b. It is sunny today.
- c. It is rainy.
- d. It is cold today.

3. What is the weather like today?

- a. It is windy today.
- b. It is just like Wednesday.
- c. It is not windy today.
- d. It is warm today.

Use the letters in the boxes to spell the weather words.
Then pick a city from the map below.
Ask your partner what the weather is like in their city.
Listen to their answers and try to guess what city they are in.
Then let your partner ask you questions and try to guess your city.



1
w a r m
r a m w



Is it warm in your city?

No, it isn't.

Is it snowy in your city?

Yes, it is.

You are in Boston!



2
_ _ _ _
d l c o



3
_ _ _ _
r a y i n



4
_ _ _ _
m t s o r y



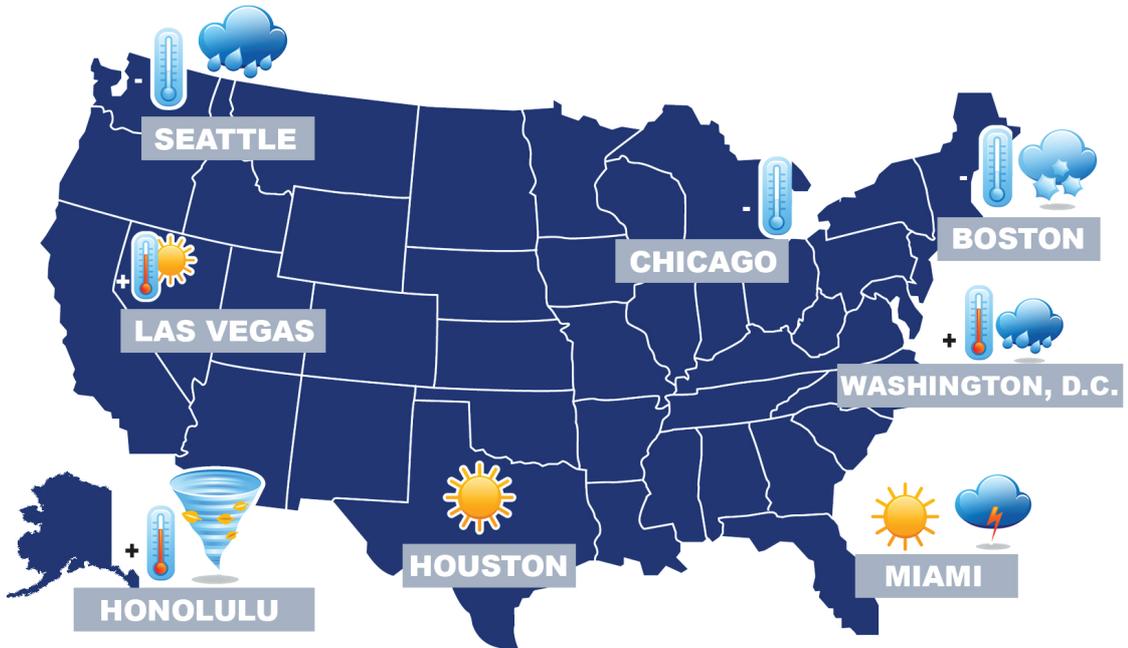
5
_ _ _ _
n u n s y



6
_ _ _ _
y w i d n



7
_ _ _ _
s n y w o





LEVEL 1
LESSON 10
COME OVER TO MY PLACE

Topics Giving directions Sequence of events with “then” Asking questions	Prepare Before Class Map of the area around your school Toy telephone or rectangular blocks Graphic of Anna’s street Small toys or unique objects to be used for “treasure hunt”
Learning Strategy Use Images	Goals Grammar: Locating places; Imperatives; There is /There are Pronunciation: Using rising intonation to check understanding Speaking: Giving simple directions

Day 1

Introduce the Lesson Topic

Ask students, “Who is good at reading a map?”

Show a simple map of your area.

Ask a student who said they are good at reading maps to look at your map.

Ask the student and the class: “How do you find a place on the map?”

Give students a chance to think and suggest answers.

Possible answers include: look for a known place such as a lake or a large road and follow directions from there; look for a ‘you are here’ arrow or star to locate yourself; look for the names of roads, neighborhoods, or large buildings.

Learning Strategy

Tell students that in today's lesson, they will learn to use images to help give and understand directions. Say, "An image is a kind of picture."

Explain that when we give directions or help someone else find a place, it works the same as when we read a map. We need to tell the person where to start. If the person knows the place, they may see a picture in their mind of that place. This is one way to use images.

Ask students to think for a few minutes about other ways they have used images in learning English. Let several students respond. Using pictures in books, on classroom walls, or on the internet to help remember words are some possible responses.

Present the Conversation

Tell students that the video will show Anna giving directions to Ashley. Play the main video or ask a few students to read the conversation. Have students respond when there are pauses in the video.

Main Video Script – Lesson 10

1. Listen:

Where is your apartment?

Speak:

_____ your apartment? (Where is)

Listen:

My apartment is near the Columbia Heights Metro.

Speak:

My apartment _____ the Columbia Heights Metro. (is near)

2.Listen:

Yes. Exit the Metro and turn right.

Speak:

Yes. _____ the Metro and turn _____. (exit, right)

Listen:

Then at the bus station turn left.

Speak:

Then at the bus station _____ left. (turn)

Listen:

Then walk straight ahead.

Speak:

Then walk _____. (straight ahead)

Day 2

Speaking Practice

Have students listen to the Speaking Practice video and say the new words for this lesson or repeat them after you. Pause the video when the meaning is shown and make sure all students understand the meaning.

After the key words, the video teaches some common phrases to give directions. It shows the turns and steps of the directions. If you cannot show the video, show students the picture on the next page to aid understanding.

Have students repeat the directions in the Speaking Practice box and follow the steps on the picture. If you have a map of your school's neighborhood, give copies to students so they can use it to give directions to the school.

Speaking Practice Script – Lesson 10

1. When we tell someone how to find a place, we say we are giving them directions. Listen to Anna giving Ashley directions: "Exit the Metro and turn right. Then at the bus station turn left. Then walk straight ahead."

2. Now you try it.

Speak:

____ the Metro and ____.

Listen: Then at the bus station turn left.

Speak:

____ at the bus station turn _____. (Then, left)

Now you try it.

Speak:

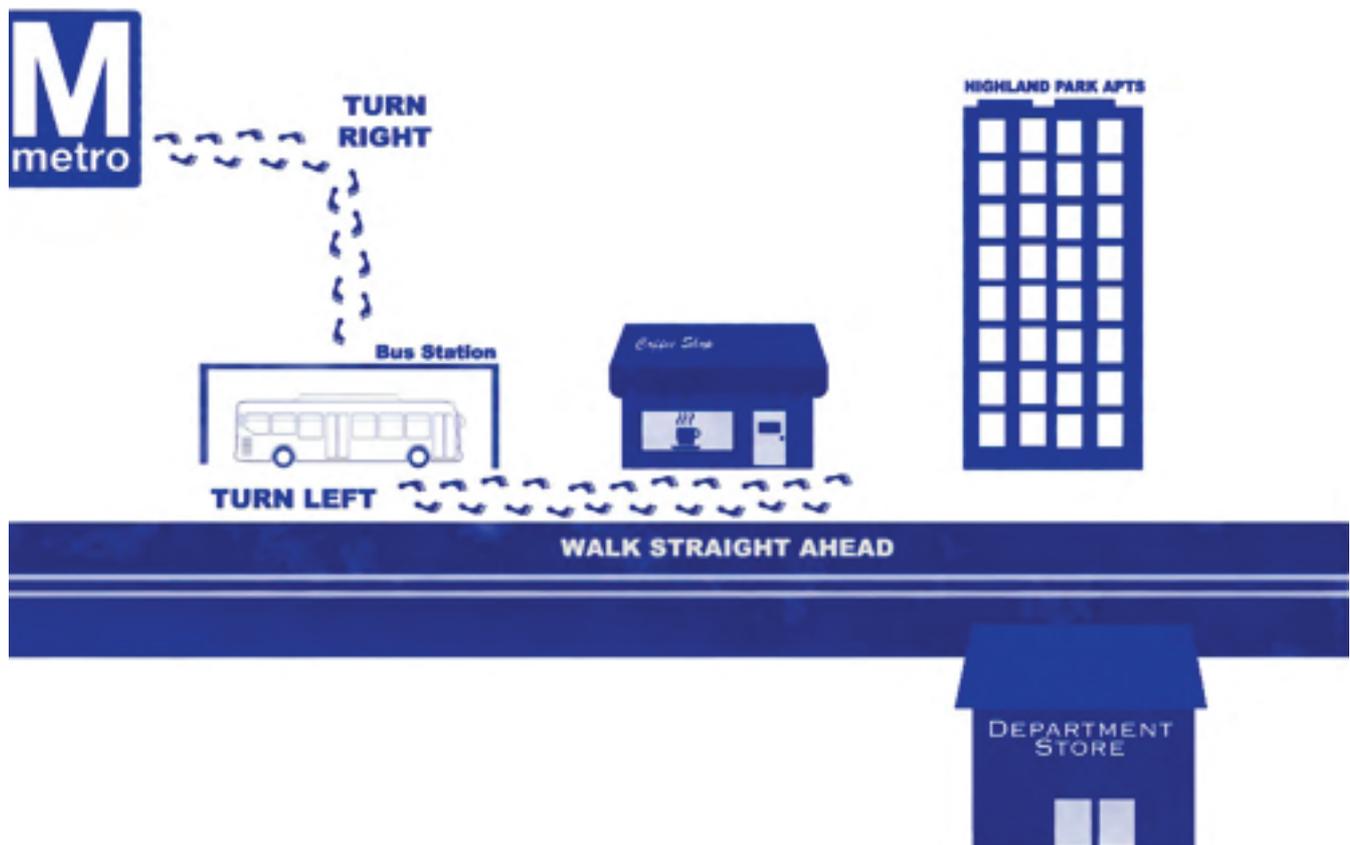
Then ___straight_____. (walk, ahead)

Activity – Giving Directions

Give each student a copy of the Activity Sheet. Review the phrases from the sheet: walk straight; turn right; turn left.

Have students repeat the words. Use the picture from the video below to help explain the phrase meanings. Ask students, "Does seeing this image help you understand the conversation?"

Have students work with a partner to write directions to the school from a nearby location.



Pronunciation Practice

The Pronunciation Practice video reviews one way of asking questions in English - using rising intonation.

Pronunciation Practice Video Script - Lesson 10

1. One way to ask a question is to say a sentence with your voice going up. Listen to Ashley ask about Anna's apartment: It is near the Columbia Heights Metro?

2. . Now you try it. Ask Anna a question after she says "My apartment is across from a big department store."

Speak:

_____ from a big department store? (It is across)

Treasure Hunt – Practice

Tell students that they are going to have a 'treasure hunt.' Explain that treasure is a valuable thing. Give one student in each pair an object or 'treasure' card as shown at the end of this lesson. Tell students to stand side-by-side with their partner. Tell them,

- "Put your shoulder next to your partner's shoulder. If you are on the right side of your partner, raise your right hand. If you are on the left side of your partner, raise your left hand."
- "Look at the hand you have in the air and say the English word for that hand. Who has the left hand?" Tell students to wave their left hand around.
- Say, "Keep that image in your mind. That's the left side. Use the image to remember when you are giving or listening to directions."
- Say, "Now students on the right – wave your right hand around."
- Say, "Students who have their right hand up, sit down and close your eyes." If using the treasure cards, tell students on the left side to write their partner's name on the card.
- Say, "Students who have your left hand up, take the treasure card and hide it in the room. Remember where you put it. You have one minute."
- Set a timer or look at the clock. When students have hidden the object, tell them to sit down next to their partner.
- Say, "Now, students on the right side, ask your partner, 'Where is the treasure?'"

Say, “Students on the left, give your partner directions so they can go to the treasure.”

Watch students as they go around the room giving directions. Remind students to use English as they give their partner directions to the treasure. After the first student in the pair finds the treasure, ask students to change roles and give directions to the other student.

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. Exit the Metro and turn right.
2. Turn left at the light.
3. Exit the bus station and turn right.
4. Then walk to the coffee shop.
5. It is across from the department store.
6. Which coffee shop? There are three coffee shops.

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

Writing

Review the words and phrases for giving directions and write some of them on the board for students to use in their work. Give them a map of the area around the school if possible. Give the assignment for writing in class or at home.

Write the writing topic on the board:

How do you tell someone how to find your school? Or where you work? Try writing directions to a place near you. If you like, you can write a conversation between yourself and a friend.

After students have written their directions, have them trade with a classmate and read the directions without saying the place, then see if their partner can guess the place.

Conversation

- Anna: Hi! Today, my friend Ashley, is coming over. I am showing her my new apartment!
Oh! That's Ashley calling.
- Anna: Hi Ashley!
- Ashley: Hi Anna! I'm coming to your apartment. Where is your apartment?
- Anna: My apartment is near the Columbia Heights Metro.
- Ashley: It is near the Columbia Heights Metro?
- Anna: Yes. **Exit the Metro and turn right. Then at the bus station turn left. Then walk straight ahead.**
- Ashley: Okay. Exit Metro, turn right, turn left, then go straight ahead?
- Anna: Yes. My apartment is near a **coffee shop**.
- Ashley: Okay. See you soon!
- Anna: Hi, Ashley.
- Ashley: Anna, Which coffee shop? There are three coffee shops.
- Anna: Okay, my apartment is across from a **big department store**.
- Ashley: A big department store? Ah, I see it!
- Anna: Okay! Bye, Ashley. See you soon!
- Ashley: Okay. See you soon.
- Anna: Ashley! Ashley! Ashley! Over here! It's Anna! It's Anna! Hi!
- Anna: I love having my friends over. Come on!
- Ashley: Great!

Key Words

ahead - *adv.* to or toward the place where someone is going

bus - *n.* a large vehicle that is used for carrying passengers especially along a particular route at particular times

coffee shop - *n.* a small restaurant that serves coffee and other drinks as well as simple foods

department store - *n.* a large store that has separate areas in which different kinds of products are sold

exit - *v.* to go out of a place

left - *adj.* located on the same side of your body as your heart

Metro - *n.* an underground railway system in some cities (also called subway)

right - *adj.* located on the side of your body that is away from your heart

station - *n.* place where buses, trains, etc., regularly stop so that passengers can get on and off

straight - *adv.* in a straight or direct way

then - *adv.* used to indicate what happened or happens next

turn - *v.* to cause your body or a part of your body to face a different direction

walk - *v.* to move with your legs at a speed that is slower than running

Quiz - Level 1, Lesson 10 - Come Over to My Place

Listen. Circle the letter of the correct answer.

1. What do you do after you exit the metro?

- a. Turn right after you exit.
- b. Turn at the light.
- c. Turn and exit.
- d. Turn into the bus station.

4. Then where do you go?

- a. Then you exit the coffee shop.
- b. Stay out of the coffee shop.
- c. Then you go to the copy shop.
- d. You walk to the coffee shop.

2. Where do you turn?

- a. Turn off the light.
- b. Make a right turn.
- c. Turn left at the light.
- d. After the right.

5. Where is Anna's apartment?

- a. It is next to the department store
- b. It is on the corner by the department store.
- c. It is across from the department store.
- d. It is above the department store.

3. Where do you turn after the bus station?

- a. Exit the bus station and turn right.
- b. When you go into the bus station.
- c. Pass the bus station and turn left.
- d. Before you get to the bus station.

6. Where is Anna's apartment?

- a. She does not see a coffee shop.
- b. Ashley sees three coffee shops.
- c. There are no coffee shops on the street.
- d. She will meet Anna in the coffee shop.

STEP 1

Complete the names of the places below.
Then write each number on any blank space on your map that you like.



EXAMPLE

1 coffee shop



2 _ _ _ t r o



3 d e a t e t
store



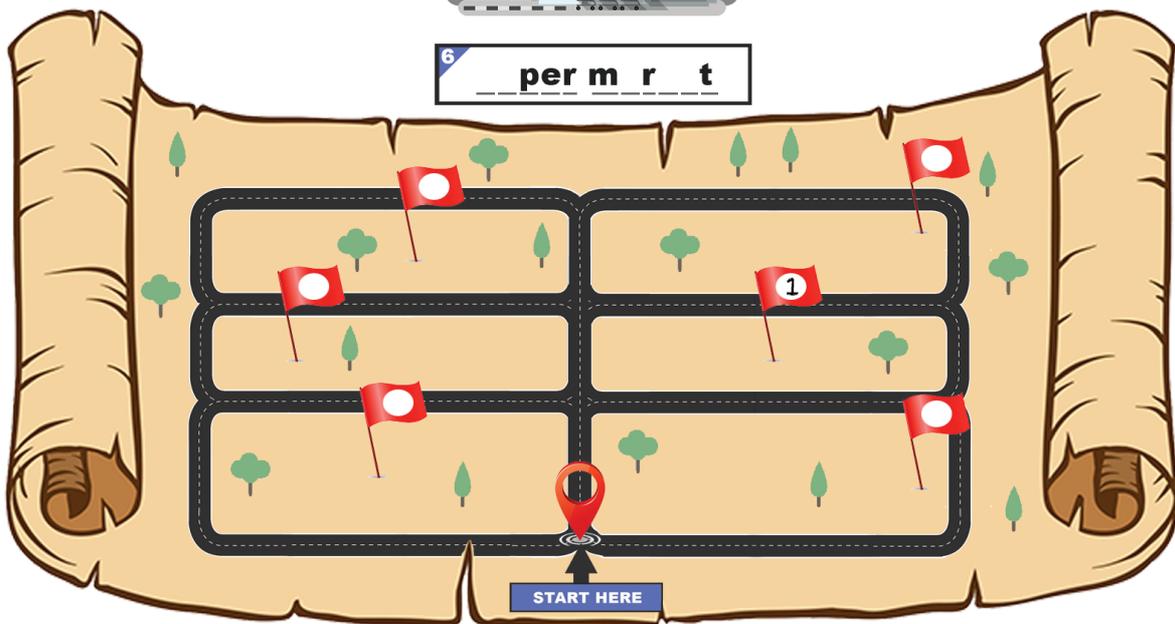
4 a p r _ e t



5 b u s p



6 _ _ p e r m r t



STEP 2

Now let your partner ask you about where things are on your map.
Tell them how to get there from the starting point.
Then ask your friend where things are on their map.
Listen to their answer and write the number of the thing you are asking about on the small map.

Walk straight, then turn right.
Walk straight again and then turn left.



Partner's map



Where is the coffee shop?



Map to Anna's Place

