



LEVEL 1 LESSON 21 CAN YOU COME TO THE PARTY?

VOL Learning English

Topics Invitations Apologizing Hobbies & Personal Skills Expressing obligation	Prepare Before Class A list of skills and talents to distribute to students
Learning Strategy Cooperate	Goals Grammar: Have to, Can, Can't, Contractions Speaking: Using "then" to talk about a result Pronunciation: Using "have to" or reduced "hafta" to express obligation

Day 1

Introduce the Lesson Topic

Say, "In this lesson, we will learn about how friends work together to reach goals."

Ask students to tell you about times when they helped another student to learn something new. Let several students respond.

Say, "We each have things we can do well. They are sometimes called 'talents.' A talent is an ability that is easy for you. Other things we can do well because we practice them again and again. Those things are called 'skills.'"

Point out that when learning English, students can work together, or cooperate, to review and practice new things that they are learning.

Tell students that the video will show how Marsha and Anna plan to work together to help a friend.

Teach Key Words

Students may know the meanings of some of the words, such as “night,” “day” and “test.” Write all of the vocabulary words on one side of the board. Ask students to raise their hands if they know the meanings. Each student can tell one meaning to the class.

Teach the remaining words by drawing simple pictures on the board, pointing to examples in the room, or acting them out. You and/or a student volunteer can do this.

For practice, play the vocabulary part of the Speaking Practice video and have students repeat each new word during the pauses or say them and have students repeat.

Present the Conversation

Say, “Let’s watch Anna talking to her friend Marsha in a coffee shop. Marsha asks Anna to come to a party. But Anna has to take a driving test. Will Anna go to the party?”

Play the main video. Tell students to respond when there are pauses in the video:

Main Video Script – Lesson 21

1. Listen:

Can you come with me?

Speak:

___ you ___ with me? (Can, come)

3. Listen:

Everyone has to bring something or do something.

Speak:

Everyone ___ ___ bring something or do something. (has to)

2. Listen:

I’m sorry, I can’t come with you.

Speak:

I’m ___, I ___ come with ___. (sorry, can’t, you)

4. Listen:

Really, I can perform?

Speak:

Really, ___ ___ perform? (I can)

Speaking Practice Using “Then”

After the key words, the video teaches uses of the word “then.”

Speaking Practice Script – Lesson 21

1. The word “then”

“Then” has many uses in English. In Lesson 10, you see Anna giving directions:

She uses “then” to show one event that comes after another event.

Anna: Yes. Exit the Metro and turn right. Then at the bus station turn left. Then walk straight ahead.

“Then” can be used to talk about something that is true or can happen as a result of something else.

2. Listen to Marsha and Anna talk about the party.

Marsha: The party is at night.

Anna: Oh. Then I can come with you to the party on Saturday night.

Now you try it.

Listen:

Are you free on Friday?

Yes.

Speak:

Good, ___ you can help me. (then)

Day 2

Learning Strategy - Cooperate

Tell students that one helpful way of learning a language is to cooperate. “Cooperating means to work together. We cooperate every time we speak and listen to our classmates in English. Let’s try to cooperate today.”

Activity 1

Give each student a copy of the first pages of the Activity Sheet in the Resource section. Demonstrate the activity:

“I am looking at this list. First, I am going to think of my own skills and talents.”

Write on the board:

Think

Continue: "I can teach English. I can't sing well. But I can play piano."

Say, "Now, I need a partner." Ask a student: "Will you be my partner?"

As the student stands or comes to the front of the class, write "**Pair**" on the board.

Explain, "The first step is to think about what I can do. The second step is to pair, or get a partner. I'm going to learn about what my partner can do."

Speak to the student: "Look at this list. What can you do?" If the student answers "I can sing, and I can write poems," for example, write these on the board.

Tell the class, "Now I'm going to share with you. I talked with (student name). She/He can sing. I also learned that She/He can write poems." *Note that you have shown students how to do the think-pair-share activity. They will do it themselves next.* Ask the student to share with the class about your skills or talents. "I learned that the teacher can teach English and play piano."

Give students time to **think** and circle their skills/talents with a pen or pencil. (If needed, ask students to imagine they can do some of the things on the list or write in their skills.)

Then, ask them to **pair** with another student and ask each other about their talents and skills.

Later, have a few or several volunteers **share** with the whole class what they learned about their partner.

Be sure students' names are on their handouts and collect them for use in an activity later in the lesson.

Skills and Talents

act or perform	do math	make art or	use a computer
arrange flowers	draw or paint	handicrafts	work with your
build or fix things	give a presentation	make clothes or sew	hands
cook	grow food	sing	write stories
dance	lift weights	speak a language	write poetry
design things	play an instrument	teach a language	
	play a sport	tell jokes / stories	

Pronunciation Practice

The Pronunciation Practice video teaches about the pronunciation of “have to” as “hafta.”

Pronunciation Practice Video Script – Lesson 21

1. Have to

In American English, you can say that something is necessary by using “have to.”

In slow speech, Americans can say “have to,” but in fast speech, Americans say, “hafta.”

It looks like this: have to.

It sounds like this: hafta.

2. Watch the video. Listen to Anna say “have to” slowly.

Anna: Sorry, I can’t come with you. I have to get my driver’s license.

Then, listen to Anna say “have to” quickly.

Anna: We have to go.

Now, you try it. Use “have to” in a sentence.

I can’t go to the movie tonight.

I ____ study English. (have to)

Practice Cooperating - Activity 2

Tell students, “Now, we are going to use our skills and talents to cooperate some more.”

Put students into groups of four and give them their Skills and Talents handouts from previous day.

Write these Ideas on the board:

- Plan an event or party
- Build or make something
- Start a business
- Open a school
- Fix a problem
- Help a person / people
- Start a sports team

Tell students they will work with their group to decide on something to do, plan or make together. The ideas on the board can help them decide.

Give an example: “For example, if the skills of my group are dancing, singing, playing

musical instruments, acting and writing stories, maybe we will open a school for creative people. Or, maybe we will perform at a special event.”

Continue, “Use your imagination to develop the details. For example, if you are opening a school, what instruments will you teach? If planning a party, what kind of music will there be? What will the food be?”

Say, “For your plan, make note of things you can and things you have to do.”

Have students read this example on the activity sheet:

We have to have food. (Student name) can cook delicious food.

We have to have music. (Student name) can play music.

We have to have games. (Student name) can lead some games.

For the activity, ask one student in each group to take short notes about their plan.

Give students time to develop their ideas in groups.

Have one or two people from each group share with the class. The speaker must tell the class what each person’s skill or talent is. Ask them to use “can” and “have to” as they speak.

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. Marsha says: "My friend is having a party on Saturday. Can you come with me?"
Anna says: "Sorry, I can't come with you. I have to get my driver's license."
2. Marsha says, "Marsha: Will you be busy all day?" Anna says, "I don't know. First, I have to take a test on the computer. Then I have to take a test in the car."
3. Marsha says, "I have to help my friend with the party. Can you help me?" Anna says, "Sure. That sounds like fun." Marsha says, "Everyone has to bring something or do something. You can bring food, or you can perform."
4. Marsha says, "That's it! You can sing at the party. Now, I have to go shopping for food." Anna says, "Can I help? I'm not busy right now."
5. Anna says: "We have to go. I have to help Marsha shop. And I have to practice my song!"

Writing

Discuss the vocabulary that may be used for the topic. Students can choose **one** of the two writing topics:

1. What are some ways that people work together (cooperate) in your neighborhood, community, and town?
2. What are some ways that you can help a friend or classmate practice English? And in what ways can they help you practice?

If an in-class activity, ask a few students to share or summarize their writing with the class.

Conversation

- Anna: Hi there! Washington, D.C. has some great coffee shops. My favorite is this one -- Busboys & Poets.
- Anna: Actually it's more than a coffee shop. It's also a bookstore, a restaurant and a theater!
- Anna: Marsha and I love coming here.
- Marsha: Hey, Anna, my friend is having a party on Saturday. Can you come with me?
- Anna: Sorry, I can't come with you. I have to get my driver's license.
- Marsha: Will you be busy all day?
- Anna: I don't know. First, I have to take a test on the computer. Then I have to take a test in the car.
- Marsha: But you have to take the test during the day, don't you?
- Anna: Yes.
- Marsha: The party is at night.
- Anna: Oh. Then I can come with you to the party on Saturday night.
- Marsha: Great! I have to help my friend with the party. Can you help me?
- Anna: Sure. That sounds like fun.
- Marsha: Everyone has to bring something or do something. You can bring food, or you can perform.
- Anna: Really, I can perform?
- Marsha: You can! Can you?
- Anna: Yes! I can recite poetry. (*Anna is in a club reciting a poem*)
- A poem -
Light dark
Light dark
Darkness
Dark
- Marsha: In this country, nobody recites poetry at parties. Um ... can you do anything else?
- Anna: Hmm, yes. I can do a card trick. (*Anna is doing a card trick*)
Your card is the 10 of diamonds! No?
Pick a card. Any card.
Here, just pick this one.
Great!
- Marsha: Anna, maybe you can just bring food.
- Anna: No, I can't cook. And I really want to perform. You know, there is one thing I can do. (*Anna plays a song on the ukulele and sings*)
Trouble in mind. I'm blue...

But I won't be blue always

The sun's gonna shine in my back door some day.*

Marsha: That's it! You can sing at the party. Now, I have to go shopping for food.

Anna: Can I help? I'm not busy right now.

Marsha: Sure, let's go!

Anna: We have to go. I have to help Marsha shop. And I have to practice my song!

Trouble in mind. I'm blue...

Anna: Until next time!

**The song "Trouble in Mind" was written by jazz pianist Richard M. Jones.*

Key Words

bookstore - *n.* a store that sells books

card - *n.* a small piece of stiff paper that is used for playing games

day - *n.* the part of the day when light from the sun can be seen

driver's license - *n.* an official document or card which shows that you have the legal right to drive a vehicle

else - *adv.* used to refer to a different or additional person or thing

night - *n.* the time of darkness between one day and the next

perform - *v.* to entertain an audience by singing or acting

poetry - *n.* the writings of a poet

recite - *v.* to read (something) out loud or say (something) from memory

test - *n.* a set of questions or problems that are designed to measure a person's knowledge, skills, or abilities

trick - *n.* a clever and skillful action that someone performs to entertain or amuse people

Quiz - Level 1, Lesson 21 - Can You Come to the Party?

Listen. Circle the letter of the correct answer.

1. What does Marsha want Anna to do?

- a. Marsha wants Anna to have a party on Saturday.
- b. She wants Anna to get a driver's license.
- c. Marsha wants Anna to go to a party with her.
- d. She wants Anna to leave the party now.

4. Why does Anna say "Can I help? I'm not busy right now."

- a. She wants to spend more time with Marsha.
- b. Anna wants to leave the coffee shop.
- c. She wants to go home and sleep.
- d. Anna needs to take food to the party.

2. Why can't Anna go to the party on Saturday?

- a. She does not like going to parties.
- b. Anna has to get her driver's license.
- c. She has to learn how to drive.
- d. Anna has to do work on her computer.

5. What is one thing Anna says that she has to do?

- a. Anna needs to study for the driving test.
- b. She has to help Marsha shop for the party.
- c. Anna has to cook something for the party.
- d. She has to bring food to the party.

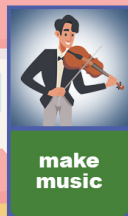
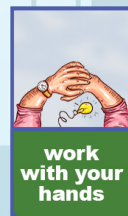
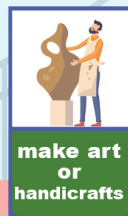
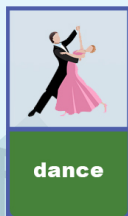
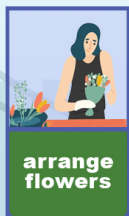
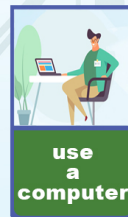
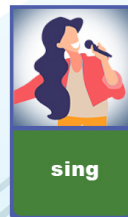
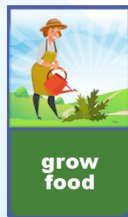
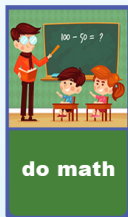
3. What does Anna have to do when she goes to the party?

- a. She has to perform something at the party.
- b. Anna has to bring food and drinks to the party.
- c. She has to welcome the guests at the party.
- d. Anna has to do something or bring something.

STEP 1

Think of your own skills and talents, then write the ones on the list that apply to you in the box below.

I can....



STEP 2

Pair with a partner. Compare your skills and talents with your partner's. Write six sentences in the box about what they can do. Share with the class about what your partner can do.

My partner can tell jokes and play sports.

STEP 3

Make a group of four. With your group, decide on something to do, plan or make together.
Use this list for ideas:



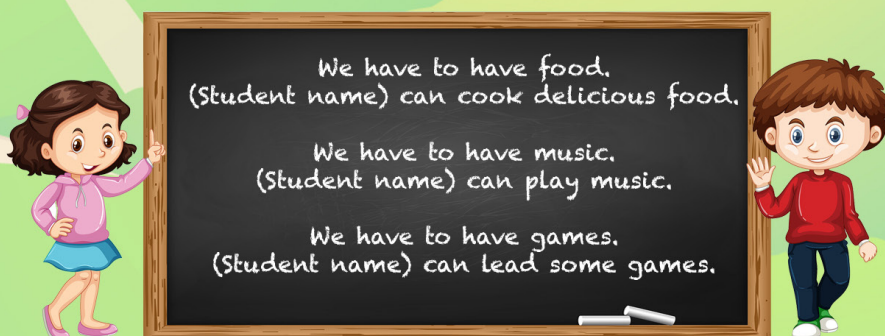
STEP 4

Use your imagination to plan the details.
Write what you have to do. Decide what each person can do to help.

Event	What we have to do	Who can do it
Birthday Party	Have music, food, and games	Joy - music (DJ) Anup - Food (cook) Lee - Games

STEP 5

Share your plan with your class.





LEVEL 1
LESSON 22
NEXT SUMMER

Topics Vacations Seasons	Prepare Before Class Images of tourist attractions, amusement parks, or monuments
Learning Strategy Plan	Goals Grammar: Future events and intentions using going to Speaking: “My favorite season is...” and “When I go on vacation, I like ____.” Pronunciation: Shadowing

Day 1

Introduce the Lesson Topic

Tell students, “Today we will talk about future events. We will learn to talk about vacations and seasons of the year as well.”

Ask students, “What is your favorite season, and why?” As students answer, write the names of seasons on the board.

Ask students, “Would you like to go on a vacation?”

Continue, “What do/would you like to do when you go on vacation?” Write their answers on the board. Possible answers may include, “Go to the beach/go swimming,” “Go to an amusement park/ride a roller coaster” or “Go outdoors/go hiking, fishing, or camping.”

Continue, “When we go on vacation, we often go to different kinds of places during different seasons. Let’s learn how to talk about that in English today. We will also learn how to use the strategy Plan when we talk about these things.”

Teach Key Words

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

Speaking Practice

After the key words, the video teaches about seasons and vacation activities.

Speaking Practice Script – Lesson 22

1. There are four seasons in each year.

They are Winer, Spring, Summer, and Autumn

Sometimes you will hear the word Fall.
Autumn is the same as Fall.
Autumn=Fall

4. In America, there are many popular things to do on vacation.

Listen to Anna and Amelia talk about one popular thing to do on vacation: camping.

Anna: “Today we are going to take you on a summer vacation! You will see popular things to do on vacation! One is camping. When you go camping, you cook, sleep, and play outdoors!”

Amelia: “When I go camping, Anna, I like to go hiking and fishing.

Anna: “Me, too. Those are fun things to do when you go camping!”

2. You will often hear Americans talk about their favorite season.

They do this by using the phrase “My favorite season is...”

Listen to Anna talk about her favorite season: “My favorite season is summer because of summer vacation!”

5. Now you try it.

Talk about what you like to do on vacation.

When I go on vacation, I like ____ and ____.
(student chooses activities they like)

3. Now, you try it.

Talk about your favorite season.

My _____ season is _____. (favorite, student choice)

Activity 1A

Write on the board:

Student A: What is your favorite season?

Student B: My _____ season is _____.

Ask students to get ready for a pair practice. They should form two lines, facing each other. One student should be Student A and his or her partner should be Student B.

Walk around and listen to students as they practice. Answer questions as needed. When students have completed the lines, they can trade roles.

Ask one student to move from the front of one line to the back of the same line. Students should move over so that they are standing across from a new student. Repeat the question and answer about seasons.

Activity 1B

While students are practicing, write on the board.

Student A: What do you like to do on vacation?

Student B: When I go on vacation, I like ____ and ____.

Tell students in one line to be Student A. Their partner will be Student B. Follow the same steps outlined in Activity 1A.

Day 2

Learning Strategy

Tell students that in today's lesson, they will learn to plan.

Say, "We plan when we want to start something new or achieve something."

Give an example: "Imagine something you want to learn to do, like getting better at a sport that you play. Maybe you want to learn a new dance." Then ask, "What happens next?"

Write their responses on the board. Say, "An important part of achieving one's goals is to plan how to meet those goals."

Present the Conversation

Tell students that the video will show Anna and her co-worker, Amelia, planning a new children's show. Anna has many ideas for the show. Will Amelia like them and work well with Anna? Play the video or ask a few students to read the conversation.

Main Video Script – Lesson 22

1. Listen:

What are we going to talk about on the first show?

Speak:

What are we _____ talk about on the first show? (going to)

2. Listen

I want to talk about summer vacation.

Speak:

I _____ talk about summer vacation. (want to)

3. Listen:

First, we're going to introduce the subject.

Speak:

_____, we're going to _____ the subject. (First, introduce)

4. Listen:

Then we can show pictures and video.

Speak:

_____ we _____ show pictures and video. (Then, can)

At the end of the video or after listening to the conversation, ask students, "What are Anna and Amelia doing?" Give students time to answer.

Say, "They are planning the new show."

Write the words on the board:

First

Then

Finally

Explain, "These words show the order of the events they are planning. We can do the same thing with an event in our own future."

Say, "We will practice planning later by talking about what we plan for a vacation."

Activity 2

Hand out the Activity Sheet to all students. Tell students, “Look at the Activity Sheet. Work with a partner to fill in the names of the activities and the seasons.”

Say, “Then write out your plans and your partner’s plans for the next four seasons. Then walk around and ask two classmates about their plans for the next four seasons.”

Ask students to look at the middle part of the activity sheet. Notice the line that rises and falls above the sentence in the middle of the page. Tell them that one way to practice shadowing is to draw the way the speaker’s voice goes up and down.

Read the first sentence for the students, and match your voice to the rise and fall of the line. Read the line again, and then ask students to say the sentence with you, or “shadow.”

Ask students to work in pairs. They should not work with students that they worked with in yesterday’s lesson.

Tell the students you will read the second line in the activity sheet, and they must listen and work together to draw the line that shows how your voice moves. Read the line slowly two times, then ask students to repeat the line slowly and draw how your voice moved.

Ask several students to read the second sentence. Ask others if they correctly made their voice go up and down.

Then ask the students to say the line with you at a normal speed.

Follow the same steps for the third sentence.

If time permits, ask students to practice making statements. Their partners should try to “shadow” them by matching the rising and falling of their voices.

Pronunciation Practice

The Pronunciation Practice video teaches how to “shadow.”

Pronunciation Practice Video Script – Lesson 22

1. In this week’s lesson, you can see Amelia and Anna saying something at the same time.

Even though they are both talking, they are not being rude, or impolite.

Remember in Lesson 16, Anna asks tourists to talk with her:

Excuse me. I’m Anna Matteo from The News. Do you have time for an interview?

2. In this lesson, Anna does not say “excuse me.” She and Amelia say the same thing at the same time. Friends talking together often do this. Listen to Anna and Amelia showing their feelings about roller coasters and the beach.

Amelia: I love cotton candy ...!

Anna and Amelia: and roller coasters!

Anna and Amelia: I love the beach!

English teachers say learners should ‘shadow’ an English speaker to practice.

3. Now you try It. Watch the video two or three times. Start saying the words together with the actors. Now you are shadowing.

Amelia: What is the last vacation?

Anna: One of the most popular summer vacations is ... going to the beach!

Anna and Amelia: I love the beach!

Listening Quiz

This quiz does not have audio prompts. You can play the main video again so students can remember the conversation. Or, ask a few students to read the conversation aloud.

Give each student a paper copy of the quiz and ask them to choose the correct answer.

For teacher reference, here are the answers:

1. She likes summer vacation.
- 2 Anna wants to show videos.
- 3 They like to go hiking and fishing.
- 4 She wants to go to the beach immediately.
- 5 She is sad she cannot take vacation this summer.

Writing

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

What is your favorite season?

What do you like to do when you go on a vacation?

Give students a choice to illustrate their writing with drawings of their favorite season or the things they like to do, and collect the finished work to post on the classroom walls and make a gallery of the students' writing and drawing.

Conversation

- Anna: Washington, D.C. has four seasons: winter, spring, summer and autumn or fall. My favorite season is summer because of summer vacation! Hey, that will be a great subject for my new work assignment -- the children's show. I can teach what families in the U.S. do during summer vacation. Today, I'm planning the show with Amelia. This is the first time we are working together. I hope we can work well together. Hi, Amelia!
- Amelia: Hi, Anna! So, what are we going to talk about on the first show?
- Anna: I want to talk about summer vacation.
- Amelia: That will be fun! Are you going on vacation this summer?
- Anna: No. This summer I am too busy.
- Amelia: That's too bad.
- Anna: It's okay. I can go on vacation next summer. This show will be a lot of fun too!
- Amelia: So, Anna, what's the plan for the show?
- Anna: First, we're going to introduce the subject. Then we can show pictures and video.
- Amelia: We can show tons of video!
- Anna: Right! We can interview children and have guests, too.
- Amelia: Kids can ask us questions.
- Anna: Great idea! Finally, we can read the questions and tell them where to learn more.
- Amelia: Okay, let's try it!
- Anna: Let's do it!
- Anna: Hi there! And welcome to ... Amelia, we don't have a name for the show.
- Amelia: We'll think of a name later. For now, we'll call it "The Show."
- Anna: Great. Hi there! And welcome to "The Show."
- Anna: Today we are going to take you on a summer vacation! You will see popular things to do on vacation!
- Anna: One is camping. When you go camping, you cook, sleep and play outdoors!
- Amelia: When I go camping, Anna, I like to go hiking and fishing.
- Anna: Me, too. Those are fun things to do when you go camping!
- Anna: These people are hiking.
- Amelia: Okay, let's talk about the next vacation.
- Anna: Another popular summer vacation is going to an amusement park. At an amusement park, you go on rides and eat lots of fun food!
- Amelia: I love cotton candy ... !
- Anna & Amelia: and roller coasters!

Amelia: This show is going to be a lot of fun.
Anna: I know!
Anna: This is riding a roller coaster!
Amelia: Whoooo! What is the last vacation?
Anna: One of the most popular vacations is ... going to the beach!
Anna & Amelia: I love the beach!
Anna: When I see that blue ocean, I want to leave Washington, D.C. immediately and go to the beach!
Anna: Maybe next summer.
Amelia: But right now, it's time to work!
Anna: Right. Until next time ...

Key Words

amusement park - *n.* a place that has many games and rides (such as roller coasters and merry-go-rounds) for entertainment

beach - *n.* an area covered with sand or small rocks that is next to an ocean or lake

camping - *n.* the activity of sleeping outdoors in a tent usually for enjoyment

cotton candy - *n.* candy made from sugar that is boiled, spun into a soft material using a special machine, and then wound around a stick

fishing - *n.* the sport or business of catching fish

guest - *n.* a usually well-known person who is invited to appear or perform on a program

hike - *n.* to walk a long distance especially for pleasure or exercise

immediately - *adv.* without any delay

introduce - *v.* to speak briefly to an audience about something that is about to begin

kid - *n.* a young person

outdoors - *adv.* outside a building or not inside a building

plan - *n.* a set of actions that have been thought of as a way to do or achieve something

plan - *v.* to think about and arrange the parts or details of (something) before it happens or is made

right - *adv.* in a direct course or manner

right now = immediately

roller coaster - *n.* a ride at an amusement park which is like a small, open train with tracks that are high off the ground and that have sharp curves and steep hills

season - *n.* one of the four periods into which the year is commonly divided

subject - *n.* the person or thing that is being discussed or described

swimming - *n.* the sport or activity of moving through water by moving your arms and legs

vacation - *n.* a period of time that a person spends away from home, school, or business usually in order to relax or travel

The Four Seasons

spring - *n.* the season when plants and trees begin to grow

summer - *n.* the warmest season of the year

autumn - *n.* the third season of the year, when crops and fruits are gathered and leaves fall

winter - *n.* the coldest season of the year

Quiz - Level 1, Lesson 22 - Next Summer

Listen. Circle the letter of the correct answer.

1. Why does Anna say summer is her favorite season?

- a. She likes summer vacation.
- b. Anna likes the temperature.
- c. She does not like autumn.
- d. Anna says she likes the rain.

4. What does Anna say about the beach?

- a. Anna likes the beach in Washington, D.C.
- b. She wants to go to the beach immediately.
- c. Anna does not want to go to the beach.
- d. She likes the blue water, but does not like the beach.

2. What does Anna want to do after they introduce the subject?

- a. She wants to talk to adults.
- b. Anna wants to end the show.
- c. She wants to ask kids questions.
- d. Anna wants to show videos.

5. Why does Anna say "Maybe next summer?"

- a. Anna does not really want to go to the beach.
- b. She does not know where she will live next summer.
- c. Anna wants Amelia to go on a vacation next summer.
- d. She is sad she cannot take vacation this summer.

3. What do Anna and Amelia like to do when they go camping?

- a. They like to cook and sleep.
- b. They sleep in a warm, comfortable bed.
- c. They like to go hiking and fishing.
- d. They cook, sleep, and play indoors.

STEP 1

Look at the list of the four seasons below.
Write the correct season above the months when each season happens in the U.S. Then fill in the blanks below with the correct letters to spell the different activities you can do in each season.



Seasons

FALL

SUMMER

SPRING

WINTER

Winter					
December	January	February	March	April	May
go s <u>k</u> i <u>n</u> g 			start _ a _ d _ _ ing 		
go _ l _ dd _ ng 			go _ _ mp _ _ g 		

June	July	August	September	October	November
go s _ i _ mi _ g 			start stu _ _ _ _ g 		
play _ as _ _ a _ l 			play _ _ _ _ ball 		

STEP 2

Watch the video or listen to the audio for Let's Learn English Lesson 22 again
and try to find the sentences below in the dialogue.

Listen or watch one more time and draw a line over each sentence.

Make each line go up and down to show how the voice changes.

1

Are you going on vacation this summer?

2

First, we're going to introduce the subject. Then we can show pictures and video.

3

When you go camping, you sleep, cook and play outdoors!



STEP 3

Talk to a friend about the plans you both have for the next four seasons.
Write down both your plans and their plans.

Your plans for the next four seasons:

Are you going to go skiing next winter?

No. I am going to go sledding.



Your friend's plans for the next four seasons:

STEP 4

Now listen to two other friends talk about their plans for next year.
Practice your pronunciation by shadowing them.



LEVEL 1
LESSON 23
WHAT DO YOU WANT?

Topics

Asking the time
Counting change

Prepare Before Class

Teaching clock or drawing of a clock
Play money

Learning Strategy

Respond

Goals

Grammar: Using want to express desires
Speaking: Counting Change
Pronunciation: Informal expressions - outta, yep, and whaddaya.

Day 1

Introduce the Lesson Topic

Say, "Today, we will see Anna and her friends getting food. We will learn about telling time and making change."

Continue, "Let's learn how to do that in English today."

Teach Key Words

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

Speaking Practice

The Speaking Practice video offers a guide for how to count back change.

Speaking Practice Script – Lesson 23

1. When you buy something in a store, you may hear two ways of counting change.

In this lesson, Jonathan counts the dollars that he has after buying the dish.

Okay, here is your change. The dish costs \$7.

So, here is 1, 2, 3 dollars back from your 10.

2. Another way to count change is to count up from the price.

I want the chicken. Here is 10 dollars.

The chicken costs 7 dollars. Here is your change: 8, 9, 10 dollars.

Now you try it. Imagine you work at a pizza shop. John buys a pizza for \$6.00. He gives you \$10.00.

“I’ll have a slice of pizza. Here is \$10.00.”

Count up from six.

Thanks. Here is your change: seven, _____, _____, ten dollars. (eight, nine)

Tell students, “Now we are going to practice some more.”

Ask students to work in pairs. Distribute the play money to students. Each pair of students should have one bill showing \$10 and four bills showing \$1 each.

Tell students to practice making change both ways - just like in the video. Tell them to count the dollars left after buying the dish, then tell them to count change up from the price.

Say, “Imagine the dish costs \$6. Practice counting change both ways.”

Give students time to practice using the prices \$6, \$7, or \$8.

If time permits, ask students to volunteer in front of the class.

Present the Conversation

Tell students that the video will show Anna getting food with her friends in Washington, DC. They talk about telling time and making change. Play the video or ask a few students to read the conversation.

Main Video Script – Lesson 23

1. Listen:

What time is it now?

Speak:

What ____ is it ____? (time, now)

3. Listen:

Here is your change.

Speak:

____ is your _____. (Here, change)

2. Listen

It Is 11:50. We have to go!

Speak:

It Is _____. We _____ go!

4. Listen:

The dish costs \$5. Here is \$5 back.

Speak:

The dish _____ \$5. (costs)

Here is \$5 _____. (back)

Pronunciation Practice

The Pronunciation Practice video teaches how to pronounce the words “outta,” “yep,” and “whaddaya.” Here is the script for the video:

Pronunciation Practice Video Script – Lesson 23

1. In fast speech, Americans say out of as *outta*. Listen as Anna talks to a woman working at a food truck:

Anna: I want the chicken dish.

Truck worker: We’re outta chicken.

Now, you try it. You are a teacher. The time for a test is over.

Students, put your pencils down. We are _____ time for today. (outta)

2. Yes and Yep

In informal speech, Americans sometimes say yes as yep. The food truck worker uses an informal way of saying, yes.

Anna: You’re outta chicken?

Worker: Yep!

Now you try it.

Answer this question: “Are you learning informal English?”

_____, I am! (Yep)

3. What Do You Want?

In fast speech, Americans often say words without a break between them.

One example of this is “What do you want?”

Notice how Caty asks Jonathan and Anna about buying more food:

Well, we still have \$8!

Whaddaya want now?

Now you try it.

Imagine you are at a game with a friend. The game is over.

Ask your friend what they want to do now.

_____ want to do now? (Whaddaya)

Learning Strategy

Tell students that in today's lesson, they will learn to respond.

Say, "We respond to what we hear. You respond to the topic that you hear another speaker talk about. In other words, you are listening actively."

Give an example. Say, "In the video, Jonathan listens to the food truck worker. She says they are out of shrimp. Jonathan responds. First, he repeats the sentence, 'Oh, you're out of shrimp.' That shows he understands. You can respond this way, too."

Activity Sheet

Hand out the Activity Sheet. Ask two students to stand at the front and read the following:

Student A: I'll have the pizza.

Student B: Sorry, we're out of (/outta/*) pizza.

Student A: Okay, I'll have a veggie burger, then.

Student B: The veggie burger is \$4.00.

Student A: Okay. Thanks.

*see the Pronunciation Practice video for this reduced form

Conclude, "Let's practice talking about buying foods."

Have students form pairs. Instruct students to complete the words, write the prices, then complete the pair practice.

While students are working on the activity, encourage the pairs to think about what their partner is saying. Remind them, "You are listening carefully and answering your partner."

If there are students at a higher level within the class, have them write very high or very low prices to see if their partner is listening and can answer appropriately.

When the pairs have completed their conversations, have a few students volunteer to come to the front of the class to demonstrate to the class as a whole.

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 time is it now?" And Jonathan says, "11:50."
2. Anna and Jonathan are meeting Ms. Weaver at 12:00. Jonathan says it is 11:50.
3. Jonathan says: "Okay, here is your change. The dish is \$7. So, here is 1, 2, 3 dollars back from your 10." Caty says, "Great."
4. Jonathan says, "Excuse me, I'll have the shrimp. Oh, you're out of shrimp? I'll have the beef, then."
5. Anna says, "Hello. I want the chicken dish."
Truck worker: We're out of chicken.
Anna: You're out of chicken.
Worker: Yep.
Anna: I'll try another food truck. Thanks!

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

Writing

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

What do you usually have for lunch on a weekday?

What kinds of restaurants do you like to go to?

When do you like to eat different meals?

If time allows, have students make a menu for a restaurant they would like to visit.

Resources

Conversation

Anna: Washington, D.C. has great food from all over the world.

Anna: Today I'm having lunch with my boss. Ms. Weaver says we're going on a trip around the world. But she knows I only have an hour for lunch! Silly woman.

Jonathan: Hi, Anna!

Anna: Hi Jonathan! Hey, we are meeting Ms. Weaver for lunch at noon, aren't we?

Jonathan: Yes.

Anna: What time is it now?

Jonathan: 11:50.

Anna: 11:50! We have to go!

Anna: So, where is this world food restaurant?

Caty: We're not eating at a restaurant.

Anna: Where are we eating?

Caty: We are eating at ... food trucks!

Anna: Food trucks ... awesome! What's a food truck?

Caty: These are food trucks!

Anna: Wow!

Jonathan: Whoa!

Caty: Okay, Jonathan, you will buy the first dish. Here is \$10. Surprise us!

Jonathan: Okay, I'll be back in 15 minutes.

Anna: What country do I want to visit?

Caty: Anna, you pick the second country. Here is \$10.

Anna: I want chicken.

Caty: The food truck, over there, has great chicken.

Anna: Awesome!

Caty: After you buy your food, meet me here.

Jonathan: Excuse me, I'll have the shrimp.

Jonathan: Oh, you're out of shrimp. Okay, I'll have the beef then.

Anna: Hello. I want the chicken dish.

Worker: We're out of chicken.

Anna: You're out of chicken.

Worker: Yep.

Anna: I'll try another food truck. Thanks!

Worker: You're welcome.

Jonathan: Okay, here is your change. The dish is \$7. So, here is 1, 2, 3 dollars back from your 10.

Caty: Great.

Jonathan: Where's Anna? Is she dancing by that food truck?

Caty: Yes. Yes, she is.

Anna: Ms. Weaver, here is your change. The dish costs \$5. So - \$5 back.

Caty: Thanks, Anna. But where is the food?

Anna: I'm eating it. The Peruvian chicken is delicious! Try some!
(Caty and Jonathan shake their heads "no")

Caty: Well, we still have \$8! What do you want now?

Anna: We can buy dessert!

Caty: I'll buy dessert.

Anna: In Washington, D.C., you can travel around the world ... with food trucks! And it
does not cost a lot.

Anna: Until next time!

Key Words

after - *adv.* following in time or at a later time

beef- *n.* meat from a cow or the meat of the cow used as food

chicken - *n.* a bird that is raised by people for its eggs and meat or the meat of the chicken used as food

cost - *v.* to have (an amount of money) as a price

delicious - *adj.* very pleasant to taste

dessert - *n.* sweet food eaten after the main part of a meal

dish - *n.* food that is prepared in a particular way

hour - *n.* one of the 24 equal parts of a day; 60 minutes

minute - *n.* a unit of time equal to 60 seconds; one 60th of an hour

noon - *n.* the middle of the day; 12 o'clock in the daytime

only - *adv.* no more than

pick - *v.* to choose or select (someone or something) from a group

shrimp -- *n.* small shellfish that has a long body and legs and that is eaten as food

trip - *n.* a journey to a place

truck - *n.* a very large, heavy vehicle that is used to move large or numerous objects

Quiz - Level 1, Lesson 23 - What Do You Want?

Listen. Circle the letter of the correct answer.

1. What time is it now?

- a. It is eleven-fifteen.
- b. It is twelve-fifteen.
- c. It is eleven-fifty. I want shrimp.
- d. It is twelve-fifty.

4. What does Jonathan say to ask for food?

- a. I want shrimp.
- b. Give me beef.
- c. I have some shrimp.
- d. I'll have the beef.

2. Why does Anna say "We have to go?"

- a. Anna does not want to be late.
- b. She wants to take Jonathan to lunch.
- c. Anna sees a person who she knows.
- d. She does not want to see Ms. Weaver.

5. How does Anna respond to what the woman says?

- a. She says "I want the chicken dish."
- b. Anna says "Thanks."
- c. She repeats what the woman says.
- d. Anna asks for a different dish.

3. How much does the dish cost?

- a. The dish is \$3.
- b. Jonathan says the dish is \$7.
- c. The dish is \$10.
- d. Jonathan says the dish is \$5.

STEP 1

Fill in the missing letters to write the names of each coin and bill.
Then draw a line to match each coin and bill
with its number value.



p _ e _ n _ n _ y

q _ a _ t _ r

n i _ _ _ l

_ _ m e

\$.05

\$.25

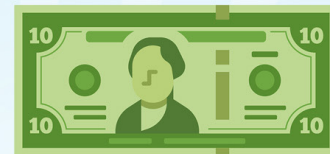
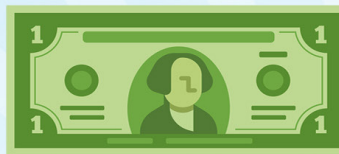
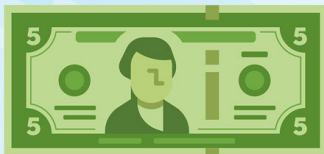
\$10

\$.01

\$5

\$1

\$.10



_ i _ _ _
d _ ll _ r
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o _ e
_ o _ _ ar
b _ l _

_ en
_ ol _ _ r
_ _ ll

STEP 2

Now look at the prices for the food below.
Pretend you work in a shop.
Listen to your friend say the things they want to buy.
Tell them with the bills and coins they need to buy those things.
Then let your friend pretend they work in a shop.
Tell them the things you want to buy. Listen to their answers.

SHOP

	soda	\$1.95
	sandwich	\$8.50
	lollipop	\$0.25
	cookie	\$0.80
	hot dog	\$2.42

You need three
quarters and
one nickel.

I want to buy
a cookie.



LEVEL 1
LESSON 24
YESTERDAY WAS
AMAZING!

Topics

Festivals

Cultural traditions

Prepare Before Class

Handout for practicing 'Substitute'

Photos of Folklife Festival for practicing
'Substitute'

Learning Strategy

Substitute

Goals

Grammar: Regular Past Tense Verbs

Speaking: Voiced and voiceless past tense
pronunciations

Pronunciation: Substituting one word for
another

Day 1

Introduce the Lesson Topic

Say, "Today we will learn about festivals and cultural traditions."

Ask students to think about their own culture. Say, "What are some of the cultural traditions in your country?"

Then ask students, "Do you enjoy festivals?" or "What kinds of festivals have you heard of?"

Continue, "When we go to festivals or cultural events, we often talk about them later. We describe them in the past tense. Let's learn how to do that in English today. We will also learn how to use the strategy substitute when we talk about these things."

Teach Key Words

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

Speaking Practice

The video teaches words people use when they cannot remember a word or do not know the correct word.

Speaking Practice Script – Lesson 24

1. Sometimes we cannot remember a word.
There are often other words you use to talk about the thing.

Listen to Anna talk about the Basque game:

They are playing a game. It's a kind of handball.

What do they call it? They call it pilota!

2. In informal speech there are other ways to say you do not remember a word.

Some people say “whatchamacallit” or “thingamajig” to substitute for a word they do not know.

A: What's that?

B: What?

A: The thingamajig on your desk?

B: Oh, that's a can opener.

Day 2

Present the Conversation

Tell students that the video will show Anna visiting a cultural festival in Washington, D.C. She learns about the Basque culture from Spain. 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 24

1. Listen:
Yesterday started like a usual workday.

Speak:
_____ like a usual workday.
(Yesterday started)

3. Listen:
Then, I saw something.

Speak:
Then, I _____. (saw something)

2. Listen
I wanted a break.

Speak:
I _____ a break. (wanted)

4. Listen:
It was a festival.

Speak:
_____ a festival. (It was)

Activity

Tell students, “Now, we are going to practice this some more.” Hand out the Activity Sheets to all students. Tell students, “Look at both Activity Sheets. Work with a partner to write sentences using the past tense in the spaces at the top of both sheets. Try to help each other.

Tell students, “When you are finished with the top parts of the sheets, you should work on the next part by yourself. Write your own summary.” When students are done, ask students to share their writing with a partner. If there is time, students can then walk around and ask two other classmates what they wrote.

Learning Strategy

Tell students the learning strategy for this lesson is substitute. Say, “We substitute when we do not know a word. When you substitute, you use words you know to describe something that you do not know.”

Play the video, remind students of the conversation, or use the photos in the Resources section. If using photos, ask a student to answer the question written about one of the photos. If you replayed the video, ask, “What happens when Anna does not know a word?”

Say, “You can hear Anna telling about the game. She does not remember the name at first.” They are playing a game. It’s a kind of handball. What do they call it? They call it pilota!

Say, “Anna uses a phrase, “It’s a kind of handball,” to tell about the game. She is substituting that phrase for the Basque name. Then she remembers the name, pilota.”

Give students a copy of the “substitute” handout. Have one student demonstrate the activity. Tell the student, “Ask me about the first picture.” After the student asks, “What is this woman wearing?” answer along these lines: “I think it’s a special kind of hat. What do you think?”

Encourage the student to try to describe the headgear. Thank the student and address the class. Tell students, “Find a partner. Choose one person to go first. Ask about a picture.”

Say, “Your partner will try to describe the picture. You do not need to know the name in English. Just use the words ‘you know.’ You can paraphrase - put it into other words - or substitute -use a word like whatchamacallit or thingamajig.” As students work on the exercise, remind them that they can either substitute or paraphrase to explain unknown objects.

Pronunciation Practice

The Pronunciation Practice video teaches how to pronounce regular past tense endings, including /d/, /d/, and /t/.

Pronunciation Practice Video Script – Lesson 24

1. Regular past tense verbs have the /ed/ ending, but are pronounced in three different ways.

Here are the three sounds:

/d/ /d/ /t/

Here are some examples of the three sounds:

walk /t/	start /d/	play /d/
dance /t/	want /d/	call /d/
cook /t/		

Now you try it.

Say this sentence in the past tense:

We start singing, then we play, and we dance.

We started (/d/), singing, then we played (/d/) and we danced (/t/)

2. There is one past tense verb in this lesson that does not add -ed.

That is was, the past tense form of the verb “be.”

Listen to Anna talking about yesterday in the video.

Yesterday was the most amazing day.

Was is a verb with an irregular past tense form.

You will see more irregular verbs in the next lesson.

Tell students they are going to practice this some more.

Ask students to work in pairs. Tell them they are going to practice writing sentences with regular past tense verbs, and then practice saying them, too.

Just like in the video, students should write simple sentences using at least one past tense verb. Make sure that students practice pronouncing all three endings - /d/, /d/, and /t/

Examples include:

I walked all day.

I wanted to read.

I called my family.

Then, ask several volunteers to share their examples with the whole class.

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 "Life in Washington, D.C. is interesting. I see something new every day -- like yesterday. Yesterday started like a usual workday."
2. Anna says "They are cooking traditional Basque food."
3. Anna says " They are playing a game. It's a kind of handball."
4. Anna says "Every year, the festival shows different cultures. This year, one of the cultures was the Basque culture."
5. Anna says, "She is using a whachamacallit to make part of a ship."
6. Anna says, "This is traditional Basque art." She also says it is beautiful.

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

Writing

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

Tell about a party or festival in your town. (Students can create stories about a party or festival if their town does not have one.)

What did you do when you went to it? (Students can create stories about this if they have not been to a festival)

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

Conversation

- Anna: Yesterday was the most amazing day. I want to tell my friend back home about it. So, I am writing her a letter!
- Anna: Dear Penelope, Life in Washington, D.C. is interesting. I see something new every day -- like yesterday. Yesterday started like a usual work day
- Anna: I said, "Yesterday started like a usual work day."
- Anna's voice: I was at work. And I wanted a break. So, I walked and walked ... and walked. Then, I saw something! It was a festival -- a big festival!
- Anna: It is the Smithsonian Folklife Festival.
- Anna's voice: Yes. It was the Smithsonian Folklife Festival. Every year the festival shows different cultures. This year one of the cultures was the Basque culture. There was dancing and food and games!"
- Anna: I am dancing a traditional Basque dance.
- Anna's voice: At the festival, I danced a traditional Basque dance!
- Anna: They are cooking traditional Basque food.
- Anna's voice: They cooked a lot of traditional Basque food.
- Anna: They are playing a game. It's a kind of handball. What do they call it? They call it pilota!
- Anna's voice: They played a game with their hands and a small ball. It's a kind of handball. But this game is called pilota.
- Anna: This is beautiful! This is traditional Basque art.
- Anna: They are making a traditional Basque ship. This festival is a lot of fun!
- Anna's voice: The whole day was a lot of fun!
- Anna: Who said that? I want to write my friends and tell them about my day!
- Anna: ... So, I wanted to tell you about my day! Please, my friend, come visit Washington, D.C. soon. There is a lot to do! Until next time ... Anna.

Key Words

was - *v.* past tense of the verb “be” in first or third person (I was; he/she/it was)

Basque Country - *n.* region of Spain

culture - *n.* the beliefs, customs, or arts of a particular society

festival - *n.* an organized series of performances

handball - *n.* a game for two or four players who use their hands to hit a ball against a wall

interesting - *adj.* attracting your attention and making you want to learn more about something or to be involved in something

said - *v.* past tense of the verb “say”

traditional - *adj.* following the tradition of a certain group or culture

Past tense verbs

start - started

want - wanted

walk - walked

dance - danced

play - played

call - called

Quiz - Level 1, Lesson 24 - Yesterday Was Amazing!

Listen. Circle the letter of the correct answer.

1. What happened yesterday?

- a. Yesterday, Anna worked all day.
- b. Anna did not have to work.
- c. Anna saw something new.
- d. Yesterday ended like a usual day.

4. What does Anna say about the festival?

- a. She liked the food and dancing at the festival.
- b. The festival shows many cultures.
- c. Anna says the festival was long.
- d. The Smithsonian Folklife festival is new.

2. What did they do?

- a. The men cooked Basque chicken.
- b. They cooked traditional food.
- c. The men looked at traditional Basque food.
- d. They ate traditional Basque food.

5. Anna is using a machine in this video. You may not know the name of the machine. What learning strategy can you use to talk about it?

- a. Plan
- b. Monitor
- c. Substitute
- d. Summarize

3. How does Anna describe the game?

- a. Anna says the game is for small people.
- b. She says they call it Dakota.
- c. Anna says pilota is a slow game.
- d. She says it is a kind of handball.

6. What does Anna say about the pottery?

- a. I want to learn to make beautiful Basque art.
- b. What do you call this Basque art?
- c. These are Basque artists at work.
- d. ...beautiful! This is traditional Basque art.

STEP 1

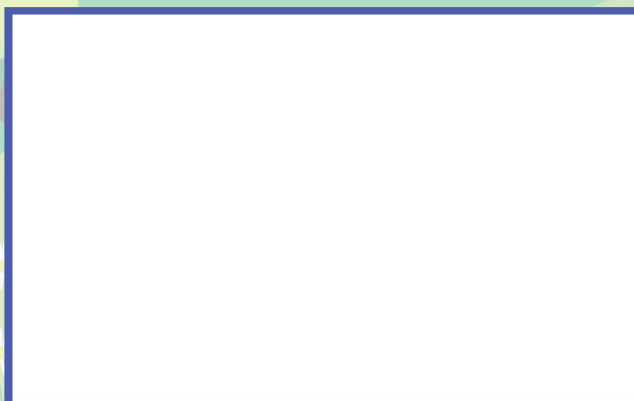
1. Look at the picture below on the right. 2. Look at the list of verbs on the left. 3. Write about what the people in the pictures are doing. Be sure to use the past tense.



Marco jumped into the pool.

STEP 2

1. Pretend the people in the picture above are your friends.
2. Tell your partner what your friends did yesterday.
3. Ask your partner what their friends did yesterday.
4. Listen to your partner summarize what their friends did.
5. Use the space below to draw a picture of the things their friends did.



What did
your friends do
yesterday?

The pool?

Marco jumped
into the....
thing...

Yes!



STEP 3

1. Look at the pictures below on the left. 2. Look at the list of verbs on the right. 3. Write about what the people in the pictures are doing. Be sure to use the past tense.



VERBS

USE

COOK

PLAY

DANCE

TALK

WATCH

CALL

JUMP

Tim used the computer.

STEP 4

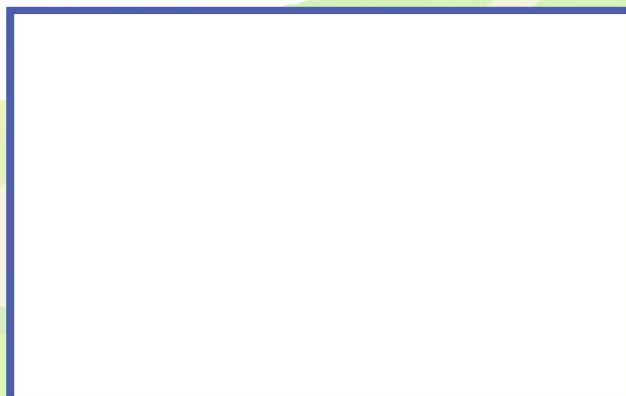
1. Now pretend the people in the picture above are your friends.
2. Tell your partner what your friends did yesterday.
3. Ask your partner what their friends did yesterday.
4. Listen to your partner summarize what their friends did.
5. Use the space below to draw a picture of the things their friends did yesterday.

What did your friends do yesterday?

The computer?

Tim used the.... thing...

Yes!



Photos for Practicing Substituting

“Anna is helping make a ship. What is she using?”



“What is the thing under the clay pot?”



SUBSTITUTE

Look at the pictures below and answer each question.



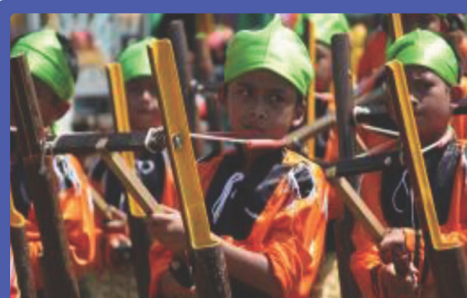
What is this woman wearing?



What is the man carrying?



What does the woman use
to weave?



What are the children playing?



What is this tool?



Do you have one of these?



LEVEL 1
LESSON 25
WATCH OUT!

Topics

Playing games

Warnings

Recommending products, giving advice

Prepare Before Class

Small markers for board game pieces

Learning Strategy

Make associations

Goals

Grammar: Should; ought to

Speaking: Making recommendations using 'should'

Pronunciation: Past tense contractions (didn't)

Introduce the Lesson Topic

Say, "Today, we will learn about playing games. We will also learn about giving advice."

Ask students, "Do you like to play games?" Give students time to answer.

Continue, "Is playing games good for us? Why or why not?" Again, take student answers. Possible answers may include, "We get exercise playing active games, so it is healthy;" or "We sit too much when we play video games, so it is not good for us."

Explain, "There are some new games that you must play on a mobile phone while you walk around. Anna and Dan are playing a game like that in the lesson today. What are some other games that you can play while walking around?"

Give students time to comment. Write the names of the games they mention on the board.

Teach Key Words

Ask 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 how to use “should” to make a recommendation.

Speaking Practice Script – Lesson 25

Making recommendations using “should.”

1. In English, the modal verb “should” is used to say or suggest that something is the proper, reasonable, or best thing to do. You will often hear Americans make recommendations using “should.”

3. Now you try it. Tell someone they should watch Let’s Learn English.

Listen:

I want to learn English.

Speak:

Then you watch Let’s Learn English!
(should)

2. Listen to Dan telling Anna what she should do in the video:

Anna: I don’t have time for games. I want to learn about U.S. presidents.

Dan: Then you should play this game. When you find an American symbol, you win points and a fun fact about a U.S. president.

Ask students to make their own recommendations to a partner using “should.”

Day 2

Present the Conversation

Tell students that the video will show Anna meeting a man who is playing a video game. Play the video or ask a few students to read the conversation. Tell students to respond when there are pauses in the video.

If students are not familiar with the monuments in Washington, D.C., show some photos of the Jefferson Memorial ([National Park Service site](#)) from the Resources section.

Main Video Script – Lesson 25

1.
Listen:
Watch out!
Speak:
___out! (Watch)

3.
Listen:
You ought to buy the app.
Speak:
You___ ___buy the app. (ought to)

2.
Listen:
You should be more careful.
Speak:
You___be more careful. (should)

4.
Listen:
Got it. Thanks!
Speak:
___it..___ ! (Got, Thanks)

Ask students to think of three times when they could tell someone to “watch out.” Possible examples are: getting off a bus or train, using a sharp knife or tool, and pouring a hot drink.

Have students share their situations with you when they have created their list and write some of the situations on the board.

Learning Strategy

Say, “In this lesson, Anna connects the picture of an American flag in her mind with President Thomas Jefferson. She sees the flag in the game and says, ‘I know that Thomas Jefferson signed the Declaration of Independence! Now, where is that symbol?’”

Continue, “Anna says, ‘Here it is! My first one. It’s an American flag! I won 60 points! An American flag works well for Thomas Jefferson. I see lots of American flags on Independence Day!’”

Explain, “When we think of connections between things, we are making associations. Anna is making associations between the flag and President Thomas Jefferson. What associations do you make when learning new things in English? Is there something in this lesson that you can connect with the new words? Often, the connection can help you remember the words.”

Put students into groups of two or three. Give them time to read the conversation together or watch the video again to look for one association. Ask someone from each group to share what they found.

Pronunciation Practice

The Pronunciation Practice video teaches about the past tense contraction “didn’t.”

Pronunciation Practice Video Script – Lesson 25

1. In slow speech, Americans say “did not” to negate the verb “did,” which is the past tense of the verb, “do.”

Here is an example from the video:

Anna: Hey, watch out!

Dan: I’m sorry. I did not see you.

Anna: You were not looking. You should be more careful.

2. In fast speech, Americans put the words together. They say “didn’t” instead of “did not.”

3. Now you try it. Use didn’t in a sentence. Listen:

Did you study English yesterday?

Speak:

No, I ____ study English yesterday. (didn’t)

Ask students to form pairs and ask each other questions that can be answered in the negative. They can be as silly as the students wish. For example:

Student A: Did you see an elephant in class this morning?

Student B: No, I didn’t. Did you ride a space ship to school?

Student A: No, I didn’t.

Activity – Giving Advice Game

Put students into groups of four and give each group one copy of the Activity Sheet.

Give the students unique game pieces or ask them to write their name on a small piece of paper to move around the game board.

To play the game, each player closes their eyes and points to the number grid on the game board. The number closest to their finger is the number of spaces the player will move.

If the player moves their game piece to a space with a location on it, the player should choose the activity pictured on the board that they associate with this location and tell the others.

For example, if a student lands on the image of a mountain, she may say, “I should go rock climbing.” For a recommendation, she could also say, “You should always wear gloves

(or a harness) when you go rock climbing.”

Then, if the player can make a recommendation for that location, they can move forward one more space. If they cannot think of a recommendation but another player can, the first player must move back one space.

Take turns repeating all of these steps for each player. The player who reaches the ‘Finish’ space first is the winner.

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 “You should be more careful.”
2. Dan thinks playing the game will help Anna learn about the U.S. Presidents
3. Dan says Anna should buy the app for the “Catch Americana” game.
4. Anna says, “An American flag works well for Thomas Jefferson!” Anna is connecting two ideas: flags and Thomas Jefferson.
5. She says she wants to learn more about U.S. Presidents.
6. Dan tells Anna: “You have to find things that aren’t really there.”

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 in class. Write some of them on the board for students to use in their written work.

Say, “In this lesson, Anna learns about a new video game. What games do you like to play? Choose one or two games and describe how to play them.”

Write the questions on the board then give students time to write. If an in-class activity, ask a few students to share their writing with the class.

Resources

Conversation

Anna: Hello from Washington, DC! This city has many monuments and memorials.

Anna: Today I am visiting the ones built in memory of our Presidents: Washington, Jefferson, Lincoln and Roosevelt.

Anna: I want to learn more about them.

Anna: Hey! Watch out!

Dan: Sorry! I didn't see you.

Anna: You were not looking. You should be more careful.

Dan: I know I should be more careful. But this game is really fun.

Anna: What kind of game?

Dan: You have to find things that aren't really there.

Anna: How can you find things that aren't really there?

Dan: They're in your phone. See?

Anna: I see. It's like a scavenger hunt.

Dan: That's right!

Anna: I don't have time for games. I want to learn about U.S. presidents.

Dan: Then you should play this game! When you find an American symbol, you win points and a Fun Fact about a U.S. President.

Anna: I have time for this game!

Dan: Here are the symbols that I caught: the Statue of Liberty for 20 points, Uncle Sam for 40 points and the American flag for 60 points.

Anna: What symbol are you looking for now?

Dan: I am looking for the bald eagle. That is 100 points! It should be near the Washington Monument.

Anna: This game is awesome.

Dan: You ought to buy the app right now. It's called "Catch Americana."

Anna: Got it. Catch Americana.

Anna: Thanks! Good luck!

Dan: Good luck to you too!

Anna: This is the Jefferson Memorial. I know that Thomas Jefferson signed the Declaration of Independence! Now, where is that symbol?

Anna: Here it is! My first one. It's an American flag! I won 60 points!

Anna: An American flag works well for Thomas Jefferson*. I see lots of American flags on Independence Day!

Anna: Where is my Jefferson Fun Fact?

Voice: In his lifetime, Thomas Jefferson wrote about 19,000 letters!

Anna: I did not know that. Where is the next symbol?

**See an explanation of this sentence in the Learning Strategy section.*

Key Words

Americana - *n.* things produced in the U.S. and thought to be typical of the U.S. or its culture

bald eagle - *n.* a very large bird of North America that has a white head and white tail feathers

build / built - *v.* to make (something) by putting together parts or materials

be careful! - an instruction to take care in a particular situation

catch/caught - *v.* to capture and not allow (a person, animal, or fish) to escape

Declaration of Independence - *n.* the statement adopted by the Second Continental Congress meeting at Philadelphia, Pennsylvania on July 4, 1776. It said that the thirteen American colonies would not accept British rule

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

flag - *n.* a piece of cloth with a special design that is used as a symbol of a nation or group

Independence Day - *n.* July 4 celebrated as a legal holiday in the U.S. in honor of the day when the Declaration of Independence was signed in 1776

memory - *n.* the power or process of remembering what has been learned

in memory of or in someone's memory - made or done to honor someone who has died

ought to - *modal verb.* used to say or suggest that something is the proper, reasonable, or best thing to do. It has the same meaning as should and is used in the same ways, but it is less common and somewhat more formal.

point - *n.* a unit that is used to score a game or contest

scavenger hunt - *n.* a game in which players try to find specified items within a particular period of time

should - *v.* used to say or suggest that something is the proper, reasonable, or best thing to do

Statue of Liberty - *n.* A large sculpture given to the United States from the people of France. It is a symbol of freedom and democracy.

symbol - *n.* an action, object, event, etc., that expresses or represents a particular idea or quality

Uncle Sam - *n.* A common symbol of the government of the United States.

Watch out! - *phrasal verb.* to be aware of something dangerous

America's Presidents

Thomas Jefferson - America's 3rd president, Thomas Jefferson, signed the Declaration of Independence on America's birthday - the 4th of July. (The symbol for President Jefferson in the Catch Americana game is an American flag.)

Quiz - Level 1, Lesson 25 - Watch Out!

Listen. Circle the letter of the correct answer.

1. How does Anna give advice to Dan?

- a. Anna says "Hey!" To Dan.
- b. She tells Dan he was not looking.
- c. Anna tells Dan to stay away.
- d. She says Dan should be more careful.

4. Which learning strategy is Anna using?

- a. Anna is summarizing.
- b. Anna is making associations.
- c. Anna is asking questions.
- d. Anna is predicting.

2. Why does Dan tell Anna to play the game?

- a. Anna says she loves to play games on her phone.
- b. Dan says the game will help Anna meet new friends.
- c. Anna says she wants to learn about U.S. Presidents.
- d. Dan wants to teach Anna about the U.S. Presidents.

5. What does Anna say about the U.S. Presidents?

- a. Hi, want to learn more about them?
- b. I want to learn more about Tim.
- c. She wants to tell their stories.
- d. I want to learn more about them.

3. How does Dan give advice to Anna?

- a. Dan says Anna ought to buy the app.
- b. He says Anna should play the game with him.
- c. Dan says Anna has to buy the app right now.
- d. He says everyone is playing the game.

6. What does Dan say about the game?

- a. You have to find things that aren't on the chair.
- b. You have to find things that aren't really there.
- c. You have to find rings that are really there.
- d. You have to put things in places here and there.

GAME INSTRUCTIONS

Find one or more friends to play this game with you.

Each person should use a piece of paper or other object as their game piece.

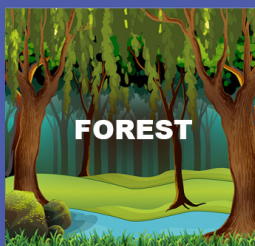
At the beginning, each person puts their game piece on the space marked "Start." Choose one person to go first. The first person should close their eyes and put their finger on one of the squares below with the number 1 through 4 on them.

The number their finger touches is the number of spaces they move their game piece forward.

MOUNTAIN



**GO
FORWARD
THREE
SPACES**



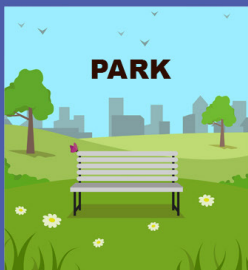
FOREST

**ROLL
AGAIN**



BEACH

**CHANGE
PLACES
WITH
ANOTHER
PLAYER**



PARK

GAME RULES

If the first player moves their game piece to a space with instructions on it, that player should follow those instructions. If the player moves their game piece to a space with a location and tell the others. Then, if the player can make a recommendation associated with that location, they can move forward one more space. If they cannot think of a recommendation but another player can, the first player must move back one space. Take turns repeating all of these steps for each player. The player who reaches the "Finish" space first is the winner.

START

2

1

1

3

2

4

3

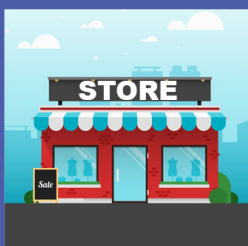
1

**LOSE
YOUR
NEXT
TURN**

- DANCE
- WATCH TV
- PLAY FOOTBALL
- GO SHOPPING
- GO CAMPING
- ROCK CLIMBING
- SCUBA DIVE



FINISH



STORE

**GO
FORWARD
ONE
SPACE**



PARTY

**GO
BACK
TO
START**



BEDROOM

Thomas Jefferson Memorial
(for a video introduction, see <https://www.nps.gov/thje/index.htm>)





LEVEL 1
LESSON 26
THIS GAME IS FUN!

Topics

Warning of danger

U.S. Presidents

Symbols of the United States

Prepare Before Class

Small markers for board game pieces

Learning Strategy

Make associations

Goals

Grammar: modal “ought to”; irregular past tense verbs

Speaking: Giving warnings with the expression “look out”

Pronunciation: Pronouncing “ought to” in fast speech

Day 1

Introduce the Lesson Topic

Ask students, “Do you remember the earlier lesson? We saw that Anna learned a new game. Dan ran into her while he was playing the game. Now Anna is walking around the memorials to U.S. Presidents, learning fun facts.”

“How about you? Do you enjoy playing video games or other kinds of games? When you play, is there any danger? For example, when you play football (soccer), you must be careful about hitting the ball with your head. What kinds of danger do you need to be careful of in the games you play?” Write students’ responses on the board.

Ask students: “What do you say to warn someone of danger? Last week we learned “watch out!”

Teach Key Words

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

After the key words, the video includes information about three U.S. presidents: Lincoln, Roosevelt, and Washington. Then, the video teaches how to use “look out” to warn other people of danger.

Speaking Practice Script – Lesson 26

1. See the information about America’s presidents after the Key Word list for additional material in this video.

3. You can also say, “Look out for (something).”

Listen to Dan telling Anna to look out for a tree:

Dan: Hey, Anna! Look out for that tree!

2. When someone may be in danger, we can say, “Look out!” This is a warning to someone to be careful.

Listen to Dan tell Anna to look out after she walks into him.

Dan: Hey, look out!

Anna: Sorry. Hey, it’s you! Now I should be more careful.

4. Now you try it. Look at the picture and tell the person who is walking to look out.

“_____ for that banana peel!” (Look out)

Day 2

Present the Conversation

This lesson’s story continues from the previous lesson. Tell students that the video will show Anna and Dan playing a game on their mobile phones. The players must be careful to look where they are walking as they play the game and walk around.

Explain that, “When we think about the dangers of playing games, we are making associations. We talked about that strategy in our earlier lesson. Let’s try this in a different way today. First, we will see how Dan and Anna make associations when they play the

game, 'Catch Americana.'"

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 26

1.
Listen:
What is the fun fact?
Speak:
What ____ the ____ fact? (is, fun)

3.
Listen:
What's your name?
Speak:
____ (your name) What's yours?

2.
Listen:
I did not know that.
Speak:
I ____ not ____ that. (did, know)

4.
Listen:
Hey, look out!
Speak:
Hey, ____ out! (look)

Listen:
Sorry, I should be more careful.
Speak:
_____, I _____ be more careful.

Activity

Ask students to stand up and form a line, then fold the line in half by asking the student at one end to lead the line toward the other end. Tell students to turn their back to their partner.

Hand out the Activity Sheet. Give Student A sheets to half the class and Student B sheets to the other half of the class. Have students stand or sit back-to-back to do the exercise.

When all pairs have finished the activity, have several students stand up and demonstrate the conversations they carried out with the words and phrases on the sheets.

Learning Strategy

Tell students, “Today we will make associations. When we think of connections between things we are making associations.”

Say, “In this lesson, Dan makes an association to help himself remember Anna’s name. After Anna tells him her name, he says, ‘Like Americana!’ The name ‘Anna’ sounds like the end of the word ‘Americana’ to Dan.”

Ask, “Can you find another example of making associations in the conversation?” In the game each president is associated with a symbol. Anna talks about this when she goes to the Lincoln Memorial. She finds that the Statue of Liberty is the symbol for Lincoln in the game. She makes an association between the statue and the freedom Lincoln declared for enslaved people in the United States.

Anna: This is the Lincoln Memorial! Where is the symbol? I found it! The Statue of Liberty! Lincoln wanted freedom for all people. So, the Statue of Liberty works well.

Give examples of other times students can make associations: “Making associations can help you learn in other areas. When you have many new words to learn in biology, for example, you can associate images with the words.”

Pronunciation Practice

The pronunciation practice video teaches the fast pronunciation of the words “ought to.”

Pronunciation Practice Video Script – Lesson 26

1.

When English speakers give advice with “ought to” they sometimes say it quickly. It sounds like “oughta.”

Listen to Anna talking about being more careful.

Anna: I learned a lot about presidents with this game. But I ought to be more careful. Until next time!

2.

Speak:

I am learning many new words with this course. But I _____ practice speaking more.

Tell students to make several sentences giving advice to their classmates using the phrase “ought to.” Ask a few students to share their examples with the class, using the pronunciation “oughta.”

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 “You should be more careful.”
2. Dan thinks playing the game will help Anna learn about the U.S. Presidents
3. Dan says Anna should buy the app for the “Catch Americana” game.
4. Anna says, “An American flag works well for Thomas Jefferson!” Anna is connecting two ideas: flags and Thomas Jefferson.
5. She says she wants to learn more about U.S. Presidents.
6. Dan tells Anna: “You have to find things that aren’t really there.”

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

Writing

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

Write the writing topic on the board:

Are there any memorials to famous leaders in your town or in your country? Write a paragraph about one of them. Do you admire the leader?

Give students time to write.

If an in-class activity, ask a few students to share their writing with the class.

Conversation

Anna: This is the Roosevelt Memorial. Where is the symbol?

(Anna remembers that Dan said: You have to find things that aren't really there. ... When you find an American symbol, you win points and a Fun Fact about a U.S. President.)

Anna: Yay! I found Uncle Sam and I won another 40 points! What is the Fun Fact?

Voice: Franklin Roosevelt was the first to fly in a plane as president!

Anna: I didn't know that. This is a really beautiful memorial.

Anna: This is the Lincoln Memorial! Where is the symbol?

Anna: I found it! The Statue of Liberty! Please give me my Fun Fact.

Voice: Abraham Lincoln was a great wrestler!

Anna: I didn't know that. Lincoln wanted freedom for all people. So, the Statue of Liberty works well.

Anna: And I won 20 points! Time to find the next symbol.

Dan: Hey! Look out!

Anna: Sorry. Hey, it's you! Now, I should be more careful.

Dan: That's okay.

Anna: This game is a lot of fun. Hey, what's your name?

Dan: Dan. What's yours?

Anna: Anna.

Dan: Like Americana!

Anna: Yeah, I guess so.

Dan: Did you find any symbols?

Anna: Yes, I found three and won 120 points!

Dan: Me too. But, did you find the bald eagle?

Anna: No. Did you?

Dan: No.

Anna: First one to find it wins?

Dan: Anna, look out for that tree!

Anna: I learned a lot about presidents with this game. But I ought to be more careful. Until next time ...!

Key Words

(air)plane - *n.* a vehicle that has wings and an engine and can carry people or things in the air

fly - *v.* to travel in an aircraft or spacecraft

freedom - *n.* the power to do what you want to do or the ability to move or act freely

Look out - *phrasal verb.* used to tell someone to be aware of something dangerous

wrestler - *n.* someone who competes in the sport of wrestling

yay - *interjection.* used to express joy, approval, or excitement

American Presidents and Symbols (Part Two)

Abraham Lincoln

America's 16th President, Abraham Lincoln signed the Emancipation Proclamation. It said the 3 million enslaved people in the South were free. They could enjoy some kinds of freedom after the end of the American Civil War.

(President Lincoln's symbol in the Catch Americana game is the Statue of Liberty.)

Franklin Delano Roosevelt

America's 32nd president, Franklin Delano Roosevelt, was president from March 4, 1933 – April 12, 1945. He was the only President elected to four terms, and the only paralyzed President. FDR led the United States through World War Two.

(President Roosevelt's symbol in the Catch Americana game is Uncle Sam. The Uncle Sam symbol called many American men to join the U.S. Army to fight in the World Wars.)

George Washington

George Washington was the first President of the United States, from 1789 to 1797. He was a strong leader for America. The bald eagle is the national bird of the United States. People think of the eagle as strong and powerful.

Quiz - Level 1, Lesson 26 - This Game is Fun!

Listen. Circle the letter of the correct answer.

1. What does Dan say about the game?

- a. You have to find things that aren't really there.
- b. You have to find things then run from a bear.
- c. True, you can find things that are near the chair.

4. Why does Dan say "like Americana?"

- a. Dan is making associations.
- b. He is showing he does not understand.
- c. Dan is trying to be polite.
- d. He is asking Anna if she likes Catch Americana.

2. What is the fun fact about Franklin Roosevelt?

- a. He was the first President to pilot a plane
- b. Roosevelt was the first to use planes in war.
- c. He was the first President to own an airplane.

5. What does Anna say when she walks into the tree?

- a. I ought to be more careful.
- b. I have got to be more careful.
- c. But I have to call my friend Carol.
- d. The butter in my hair smells terrible.

3. What is the fun fact about Abraham Lincoln?

- a. Abraham Lincoln was a game player.
- b. The game says he built the Statue of Liberty.
- c. Abraham Lincoln was a great wrestler.
- d. The game says Lincoln freed the slaves.

STEP 1

Match three of the activities in row A that you associate with training for baseball and surfing. Then match three of the things to look out for in row B that you associate with these sports.

STUDENT A

buy a baseball glove



BASEBALL



SURFING

A



buy a base-
ball glove



stretch
every day



learn to
swim



learn to
throw



buy a
surfboard



run
every day

B



sharks



hot
weather



stormy
weather



very big
waves



flying
balls



other
players

STEP 2

Now work with a partner. Ask your partner about the activities they associate with training for hockey and basketball and the things to look out for in those sports. Write their answers below. Then let them ask you the same questions.

What should I do
to play hockey?

Okay.

learn to ice skate



HOCKEY

To play hockey
you ought to learn
to ice skate.

But look out
for fights!



BASKETBALL



STEP 1

Match three of the activities in row A that you associate with training for hockey and basketball. Then match three of the things to look out for in row B that you associate with these sports.

STUDENT B

learn to ice skate	 HOCKEY	
	 BASKETBALL	

A



buy a
helmet



stretch
every day



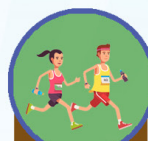
learn to
ice skate



learn to
shoot



buy a
hockey stick



run
every day

B



holes in
the ice



hot
weather



fights



flying
pucks



flying
balls



other
players

STEP 2

Now work with a partner. Ask your partner about the activities they associate with training for baseball and surfing and the things to look out for in those sports. Write their answers below. Then let them ask you the same questions.

What should I do
to play baseball?

Okay.

buy a baseball glove



BASEBALL

To play baseball
you ought to buy
a baseball glove.

But look out
for flying balls!





SURFING



LEVEL 1
LESSON 27
I CAN'T COME IN

Topics Asking about health problems Giving advice for health problems	Prepare Before Class List of home remedy ideas from your culture or that of the students Toy doctor kit - thermometer, stethoscope and other items
Learning Strategy Analyze information	Goals Grammar: Irregular past tense verbs Speaking: Health problems and excuses Pronunciation: Wh-questions and Yes/No question intonation

Day 1

Introduce the Lesson Topic

Ask students, "How do you know when you are sick?" Let students respond with the words for symptoms. Write the words on the board.

Answers may include:

cough	sore throat
sneeze	aches and pains
fever	feeling tired

Continue, "These things are a kind of information. You think about the information your body is giving you, and then give a name to your health problem. Maybe it's a cold, or the flu or something else."

Say, "Imagine that you wake up and feel sick. What do you have to do? If it's a school day, or a work day, do you call or email someone?"

Explain, "People who are working need to give an excuse (or reason) when they cannot go to work. In today's lesson we find out what Anna tells her boss when she is sick. Do you think she will have a good excuse for staying home?"

Present the Conversation

Tell students that the video will show Anna calling her doctor. She does not feel well.

If students are acting out the conversation, give students copies of the conversation.

Ask students what they think of Anna's plan to stay home and watch movies: "Is that a good way for her to feel better?"

Main Video Script – Lesson 27

1. Listen:

I do not feel well. I think I'm sick.

Speak:

I ___ not ___ well. I think I'm ____.

Listen:

I was sick last week, too. I had the flu.

Speak:

I ____ sick last week, too. I ____ the flu.

2. Listen:

When did you start feeling sick?

Speak:

When ____ you ____ feeling sick?

Learning Strategy

Explain to students that when learning English, we often get new information. Today's lesson will help us learn to think carefully about information.

Give an example: "What is a high body temperature?"

Students in countries that use Celsius will know that the normal temperature is 37 degrees Celsius. In the U.S. and some other countries, Fahrenheit is used, and the normal body temperature is 98.6 Fahrenheit.

Ask students, "If your temperature is 100 degrees Fahrenheit, is that high?" Explain that 98.6 is normal on the Fahrenheit scale, so 100 is not very high. "In the video, Dr. Bennett thought about the information. She decides that Anna is not too sick. But she tells Anna to stay home and rest. You can think about the meaning of information, too, any time you read or listen in English. Let's try it when we do the activities in this lesson."

Teach Key Words

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 about irregular past tense verbs. Here is the script:

Speaking Practice Script – Lesson 27

1. In English some past tense verbs are not regular. Regular verbs have an -ed ending.

In the lesson, you hear Anna use a regular past tense verb, “painted.”

Anna: In the morning I painted for hours.

2. Irregular verbs do not take an -ed ending like regular verbs.

Here are three types of irregular verbs in English:

- Verbs that do not change
- Verbs where the last sound changes
- Verbs where a vowel changes.

Not all verbs fit into these three patterns.

3. Here are some examples:

In the lesson, you hear two verbs that remain the same in the present and past tenses.

They are “hurt” and “cut.”

<i>Present</i>	<i>Past</i>
hurt	hurt
cut	cut

4. In these verbs, the last sound changes:

<i>Present</i>	<i>Past</i>
build	built
make	made

5. Finally, in these verbs, the vowel changes in the middle of the word:

<i>Present</i>	<i>Past</i>
draw	drew
drink	drank

6. These verbs have different rules:

<i>Present</i>	<i>Past</i>
do	did
feel	felt
hear	heard
say	said
sleep	slept

Activity Sheet

Hand out copies of the Activity Sheet. Ask students to look at the image on the page. Review the health problems indicated on the image by asking students to name them and having the class repeat the names aloud.

- 1) headache
- 2) fever
- 3) upset stomach
- 4) cut
- 5) broken bone
- 6) bruise

Introduce the idea of home remedies. Say, “On this page you can see what a doctor might tell you to do for these health problems. These are in the column called ‘treatment’ on your paper. There are also what we call ‘home remedies,’ or traditional ways to treat a health problem at home. Maybe you do a home remedy when you cannot go to a doctor. Or you do it before the problem becomes worse. For example, in my family, when someone has a cold, we give them honey and lemon juice. Can you think of home remedies for some of these problems (on the board)?” Ask students for examples.

Tell students to form pairs. Ask them to match the health problems with treatments and write them in the lower part of the worksheet. Check the students’ work by showing or saying the matches:

- 1) headache - get some rest
- 2) fever - drink lots of liquids
- 3) upset stomach - take some medicine
- 4) cut - put a bandage on it
- 5) broken bone - see a doctor
- 6) bruise - put some ice on it.

Tell them to have conversations about the health problems and home remedies. When all students have completed the activity, have several pairs demonstrate how they thought about the information in their conversations.

Respond with questions like: “Is this a good advice? Do you know something else that will help?” Give students a chance to answer.

Pronunciation Practice

The Pronunciation Practice video teaches how to ask two kinds of questions: Wh-questions and Yes/No questions. Play the video or read the explanation below.

Pronunciation Practice Video Script – Lesson 27

1. When English speakers ask questions that start with Wh- or H- their voice goes down at the end.

These are called Wh-Questions. Listen to these questions:

Ms Weaver: Why not? What is wrong? Anna, what do you mean? Why can't you come to work today?

Dr. Bennett: When did you start feeling sick?

3. When English speakers ask a question that begins with Do, Is, and Can, their voice goes up at the end of the question.

These are called "Yes/no questions" because you can answer them with one word.

Listen to the doctor's question:

Dr. Bennett: Do you have a sore throat?

Anna: Yes, I have a sore throat.

2. Now you try it.

Listen:

Why are you learning English?

Speak:

_____ you learning English? (Why are)
(graphic shows words falling downward with intonation)

4. Now, you try it.

Listen:

Do you like Voice of America?

Speak:

_____ you _____ Voice of America? (Do, like)
(graphic shows words rising upwards with intonation)

Practice Asking Questions

Tell students to write five Wh-questions and five Yes/No questions about English (or another topic you choose) in their notebooks. Have them work with a partner to compare. Can they answer all of their partner's questions? If not, the pair can move to work with another pair of students.

When partners have worked together for ten minutes, ask them to share their two best questions by writing them on the board. See if the class can answer the questions.

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. Ms. Weaver uses the verb forms "slept" and "drank."
2. At American businesses, it is polite to answer the phone by saying your name.
3. Anna says, "I painted for hours."
4. Dr. Bennett is thinking about Anna's temperature and what it means.
5. In American culture, it is not polite to speak when another person is speaking.

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 happens when you get the flu? Does your family have a special way to get well again?

Conversation

- Anna: Hello! I am sure that today, in Washington, D.C., there are a lot of great things to do. But I am not doing any of them. I am **sick**. Right now, I'm going to call my boss and tell her I cannot come in to work.
- Caty: Hello?
- Anna: Ms. Weaver, Hi. I can't come to work today.
- Caty: Why not? What is wrong?
- Anna: Well, yesterday I felt fine.
- Anna: In the morning, I **ainted** for hours. In the afternoon, I cut **wood**. Then, I built a **fire**.
- Caty: Anna, what do you mean? Why can't you come to work today?
- Anna: I do not feel well. I think I'm sick.
- Caty: I'm sorry to hear that. I was sick last week, too. I had the **flu**.
- Anna: (**sneezes**) What did you do?
- Caty: I **slept** a lot and I **drank** a lot of water. Do you have a **doctor**?
- Anna: Yes, I do.
- Caty: You should call your doctor. And get lots of **rest**!
- Anna: Thanks, Ms. Weaver. I'll call right now. I'm calling my doctor.
- Dr. Bennett: (to herself) Now, where does this thing go?
- Dr. Bennett: Hello. This is Dr. Bennett. How can I help you?
- Anna: Hello, Dr. Bennett. This is Anna.
- Dr. Bennett: Oh, Hi, Anna. How can I help you?
- Anna: I think I'm sick.
- Dr. Bennett: Let me ask you a couple of questions. Do you have a sore throat?
- Anna: Yes. I have a sore throat.
- Dr. Bennett: Do you have a **cough**?
- Anna: Yes. I have a cough.
- Dr. Bennett: When did you start feeling sick?
- Anna: This morning. Yesterday I felt great. In the morning I painted, for hours - in the afternoon I cut wood -
- Dr. Bennett: Excuse me, Anna. But I don't need to know all that. Do you have a **fever**?
- Anna: Oh. My **thermometer** says 125 degrees?! What??
- Dr. Bennett: Yeah, that's not right.
- Anna: Oh. Wait. The thermometer was in my hot cup of coffee.
- Dr. Bennett: Please take it again, Anna.
- Anna: Okay, the thermometer says 100.5 degrees.
- Dr. Bennett: 100.5 degrees is not too high. I want you to drink lots of water. Rest in bed and get lots of sleep.

Anna: That is what my boss **said** to do. Um, Dr. Bennett, when can I go to work?

Dr. Bennett: Don't go to work for a couple of days.

Anna: Yes! I mean, I don't want to make my co-workers sick.

Dr. Bennett: That's right. Call me back in a couple of days.

Anna: I will, Dr. Bennett. And thanks.

Anna: Well, you **heard** the doctor – no work for a couple of days. I need water, sleep and um ... lots of movies! Well, the doctor didn't say anything about movies. But it can't **hurt**! Until next time!

Key Words

cough - *n.* the act of forcing air through your throat with a short, loud noise often because you are sick

doctor - *n.* a person who is skilled in the science of medicine

fever - *n.* a body temperature that is higher than normal

fire - *n.* the light and heat and especially the flame produced by burning

flu - *n.* a common disease that is caused by a virus and that causes fever, weakness, body aches, and breathing problems; also called influenza

rest -*v.* to stop doing work or an activity

sick - *adj.* affected with a disease or illness; ill

sneeze - *v.* to suddenly force air out through your nose and mouth with a usually loud noise because your body is reacting to dust or a sickness

sore - *adj.* feeling or affected by pain

thermometer - *n.* an instrument used for measuring temperature

throat - *n.* the tube inside the neck that leads to the stomach and lungs

wood - *n.* the hard substance that makes up the stems and branches of trees and shrubs

Past Tense Verbs

cut / cut - *v.* to use a sharp tool (such as a knife) to open or divide (something, such as paper or wood)

do / did - *v.* to perform an action or activity

drink / drank - *v.* to take a liquid into your mouth and swallow it

feel / felt - *v.* used to describe someone's physical or mental state

hear / heard - *v.* to be aware of (sound) through the ear

hurt / hurt - *v.* to be a source or cause of pain

paint / painted - v. to cover (something) with paint or to put paint on (something)

say / said - v. to use your voice to express (something) with words

sleep / slept- v. to rest your mind and body by closing your eyes and becoming unconscious

STEP 1

Use the letters in the box below to spell the correct names of the health problems. Then write the names next to the correct treatments at the bottom.

1
a d h a e c e h

2
v e f e r

3
r b e s u i

4
t u p e s
s m c o t h a

5
n k r o e b
b o e n

6
c t u

Do you know what to do for an upset stomach?

Yes, You should drink some soda.

STEP 2

Now ask your friends about any home remedies they may have for the health problems above. Write their answers below. Then let them ask you about any home remedies you may know.

Health problems	Treatment	Home remedy
4 - upset stomach	take some medicine	drink some soda
	get some rest	
	put some ice on it	
	drink lots of liquids	
	put a bandage on it	
	see a doctor	

Quiz - Level 1, Lesson 27 - I Can't Come In

Listen. Circle the letter of the correct answer.

1. How do you know that Ms. Weaver is talking about the past?

- a. She uses past tense verbs.
- b. Ms. Weaver says the word "before."
- c. She says the words "last year."
- d. Ms. Weaver uses the present continuous.

4. What strategy is Dr. Bennett using?

- a. Dr. Bennett is predicting.
- b. She is rehearsing a conversation.
- c. Dr. Bennett is analyzing information.
- d. She is summarizing.

2. Why does Dr. Bennett say, "This is Dr. Bennett. How can I help you?"

- a. She does not want to talk to anyone.
- b. Dr. Bennett knows that Anna is sick.
- c. She does not know who is calling.
- d. Dr. Bennett is asking Anna for help.

5. Why does Dr. Bennett say, "Excuse me"?

- a. Dr. Bennett cannot hear Anna.
- b. She has another patient.
- c. Dr. Bennett does not like Anna.
- d. She wants a chance to speak.

3. What does Anna say?

- a. Anna waited in the morning.
- b. She painted for hours.
- c. Anna picked wildflowers.
- d. She painted some flowers.



LEVEL 1
LESSON 28
I PASSED IT!

Topics Apologizing Giving reasons or excuses	Prepare Before Class Paper for folding into an airplane
Learning Strategy Self talk	Goals Grammar: Imperative (command) verb forms; BE verb in the past tense Speaking: How to apologize Pronunciation: Saying “well” when giving an unexpected answer

Day 1

Introduce the Lesson Topic

Tell students, “In this lesson, we will talk about learning a new skill. There are times when we have to show that we learned something well - like when you take a test. We will talk about how we feel at those times and how we can feel more confident.

“This lesson also shows us how to apologize (say we are sorry) and give an excuse. In some English-speaking cultures, such as in the United States, people think it is good to give a reason when making an apology. In some other cultures, this is not necessary.”

Explain, “We will also learn the command form of verbs. We use it to tell someone what to do. For example, if I say, ‘Stand up,’ that is a command.”

Present the Conversation

Tell students that the video will show Anna taking a driving test. Play the video or ask a few students to read the conversation. If they are reading the conversation, ask three or four students come to the front of the class.

Tell students to respond when there are pauses in the video.

After watching the video, ask students what they think of Anna's driving. Will she be a good driver?

Main Video Script – Lesson 28

1. Listen:

Did you pass the test the first time?

Speak:

___ you ___ the test the first time?

Listen:

No, but I did pass the second time.

Speak:

No, but I ___ pass ___ second time.

2. Listen:

Please, don't yell.

Speak:

_____, don't _____.

Listen:

I'm sorry, I was afraid.

Speak:

I'm _____. I _____ afraid.

Learning Strategy

Ask, "How do you feel when you learn something new, like driving a car, riding a bicycle, or swimming?" Write some responses on the board. Some answers may include: nervous, afraid, excited, proud, happy, hopeful.

Ask students, "What do you do if you are nervous or afraid?" Write their answers next to the previous list.

Explain, "Let's try using something called self-talk. It means telling yourself you can do something well, like using English."

"When we need to be more confident, we can use self-talk. In this lesson, Anna uses self-talk. John asks her about it.

John: Why are you talking to yourself?

Anna: I am a little nervous. When I'm nervous, I talk to myself.

John: You don't need to be nervous.

Talking to yourself in English can help you relax and do better. It can also give you more chances to practice using English."

Teach Key Words

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 the imperative verb form. Here is the script:

Speaking Practice Script – Lesson 28

1. In this lesson the man giving the driving test tells Anna to do many things. He uses the imperative verb form.
An imperative is the base verb which is the same as the first person simple present form of the verb.

3. Listen to the man giving the driving test:
Please start the car.
Please, stop pushing the gas pedal!
Okay, when you are ready, turn.
Look out for that car! Brake! Brake!!
Anna, stay on the street!

2. Imperatives are direct, and people sometimes use them when angry or afraid.
To be polite, people sometimes use “please” with an imperative verb.

4. Now you try it. Use an imperative verb to tell someone what to do.
Look at the picture
Please _____ the wood. (cut)



Practice Apologies

This activity introduces apologies and excuses shown in the conversation. Explain, “Sometimes we have to apologize, or say we are sorry for doing something. Listen to this part of the conversation:

John: Please, stop pushing the gas pedal!

Anna: Sorry.

Anna is making John nervous by pushing the gas pedal too many times. Anna says ‘Sorry.’ Can you find another time when someone says ‘Sorry?’”

Students should find this exchange in the conversation:

Anna: Please don't yell at me!

John: I'm sorry. I was afraid.

Explain to students, "John knows he should not yell at Anna. After he says, 'I'm sorry' he gives her a reason for yelling: He was afraid. In many cultures, people give a reason, or an excuse, when they apologize. Now let's try apologizing to our partners."

Ask a pair of students to help you show the activity. Here is how the students should practice:

Student A: Please sit down.

Student B: I'm sorry. I can't because there is no chair.

Here is another example:

Student B: (to a seated student) Please stand up.

Student A: I'm sorry. I can't stand up. My legs are tired.

Ask students to sit with a new partner. Tell them to take turns telling their partner to do something such as "stand up" "sit down" "open a book" or "open the door."

Tell the other partner to say "Sorry, I can't stand up/sit down/open the door/get a book from the shelf..." and give a reason why they cannot.

Walk among the students as they do the activity. Listen to their commands and responses and choose a few examples to share with the class. Tell them to share the command and the reason they gave for not obeying the command.

Pronunciation Practice

The Pronunciation Practice video teaches how American English speakers make the sound longer when saying “well” to show they are giving an unexpected answer.

Pronunciation Practice Video Script – Lesson 28

1. In American English, sometimes speakers will make words longer to show what they are thinking. One of these common words is “well,” which is sometimes used to show that you are going to tell someone something that they do not expect.

3. Anna makes the word “well” longer because she is going to tell Marsha bad news: she did not pass her test the first time she took it.

2. In the video, Anna says, “well” when Marsha asks about the driving test.

Marsha: Did you pass the test the first time?

Anna: Well... No, but I did pass the second time.

4. Now you try it. Use “well” when someone asks about your homework.

Did you do your homework?

Speak:

____.... no. (Well)

Play the video or read the explanation below. Give students a chance to practice using “well” in this way by writing some situations on the board:

Will you loan me some money?

Will you do my homework for me?

Please help me move tomorrow.

Ask students to use “Well...” to give a negative answer to their partner.

Activity Sheet

Hand out copies of the Activity Sheet. Have two students come to the front of the room to show the activity. Explain, “We’re going to practice giving commands and using self-talk.”

Speak to one student: “Imagine you are giving a driving test. Tell [other student’s name] to open the car door.”

Student A: “Open the door and get inside.”

Tell Student B: "Now I want you to use self-talk. For practice today, let's imagine you need to be more confident. Tell yourself you can open the door and get inside. Use your body to show what you are doing."

Student B: "Okay. I can do it. I am opening the door. (gestures opening a car door) Now I am getting inside."

Ask students, "What should be next?" Take student ideas. Ask Student A to use the imperative to give a command to Student B: "Check your mirrors."

Encourage Student B to respond with self-talk.

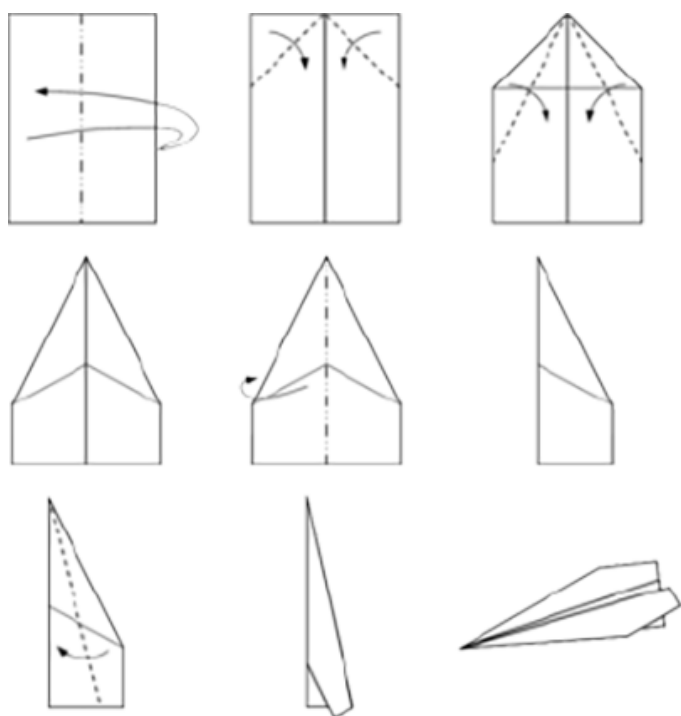
Student B: "I know how to check the mirrors. I am checking the mirrors."

Thank the two students and have them return to their seats.

Ask the class to form pairs, then continue with the top part of the Activity Sheet. After most pairs have completed that part, call for student volunteers to show the steps for the other tasks.

Move to the lower part of the Activity Sheet. Ask students to give an example of something they know how to do. They should then explain the steps to their partner and listen to their partner tell how to do something. Each partner should write the steps.

Use the example to write a set of steps on the board with the imperative verb form. Here are steps for making a paper airplane:



Take a piece of paper.
Fold the paper in half.
Open the paper. Fold in one corner.
Fold in the other corner.
Fold the paper in half on each side and throw it.

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, "This is my driver's license. I passed my driving test. Today I rented a car so I can drive around Washington, DC. You can see more of the city this way."
2. Marsha says, "Anna, did you get your driver's license?"
3. Anna says, "I was really nervous driving in Washington, D.C. traffic!"
4. Marsha asks: "Did you pass the test the first time?" Anna answers, "Wellllll, no... but I did pass the second time."
5. Anna says, "I am a little nervous. When I'm nervous, I talk to myself."
6. Here is the video script:
John says, "Okay, when you are ready, turn." Anna says, "Great!" John says, "Not now! You almost hit that car!" Anna says, "You said 'turn.'" John says, "Look first! There were cars in the street." Anna says, "Please don't yell at me!"
7. John says, "You were driving too slow! Anna, stay on the street! Hands on the wheel, Anna."
8. Anna says, "Please don't yell at me!" John says, "I'm sorry! I was afraid." Anna says, "You were yelling." John says, "Look out for that car! Brake! Brake!!"

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

Writing

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

For this writing topic, it may be helpful to suggest skills the students might have learned, depending on their age and situation, like riding a bicycle, driving a car, motorbike or boat, cooking a meal, planting a garden, cutting hair or something else.

Write the writing topic on the board: Think of a time you learned to do something new. How did you feel? What helped you to learn the new skill?

When students have finished writing, have them post their writing on a wall and give the class time to walk around and read what their classmates have written. Encourage students to comment on the experiences they share with each other.

Conversation

- Anna: Hello! Guess what this is? This is my driver's license! I passed my driving test!
- Today, I rented a car so I can drive around Washington, D.C. You can see more of the city this way. Marsha!
- Marsha: Anna, did you get your driver's license?
- Anna: I did! But it was not easy.
- Marsha: Why? What happened?
- Anna: Well, you know, I can drive farm equipment really well. But I was really nervous driving in Washington, D.C. traffic!
- Marsha: Did you pass the test the first time?
- Anna: Well...no. But I did pass the second time.
- Marsha: What happened during the first test?
- Anna: It started fine.
- John: Okay ... Anna. Is your seatbelt buckled?
- Anna: Yes, sir!
- John: Great. Please start the car.
- Anna: (to herself) Okay, Anna, start the car. Started the car. Good job, Anna.
- John: Why are you talking to yourself?
- Anna: I am a little nervous. When I'm nervous, I talk to myself.
- John: You don't need to be nervous.
- Anna: Listen to that engine!
- John: Please, stop pushing the gas pedal!
- Anna: Sorry.
- John: Okay, when you are ready, turn.
- Anna: Great!
- John: Not now! You almost hit that car!
- Anna: You said "turn!"
- John: Look first! There were cars in the street.
- Anna: Please don't yell at me!
- John: I'm sorry! I was afraid.
- Anna: You were yelling.
- John: Look out for that car! Brake! Brake!!
- Anna & John: Ahhh!
- Anna: Why is everyone honking at us?
- John: You were driving too slow! Anna, stay on the street!
- John: Hands on the wheel, Anna.
- Anna: What's that sound?

John: That, Anna, is the police.
Marsha: That sounds awful.
Anna: Yes, it did not go well. But, I practiced and passed the second time!
Marsha: Do you know where you want to take your first drive in Washington, D.C.?
Anna: Yes! Let's go!
Anna: There it is ... the White House!
Marsha: Anna, you do know you can't drive up to the White House, don't you?
Anna: Yes. No. I didn't know. I guess we walk from here!
Anna: Sometimes you can see more of Washington, D.C. in a car. If you want to see the White House, you need to walk. Until next time ... !

Key Words

afraid - *adj.* feeling fear

brake - *v.* to use the brake on a vehicle

- *n.* a device for slowing or stopping something (such as a wheel or vehicle)

buckle - *v.* to fasten (something, such as a belt) with a buckle

equipment - *n.* supplies or tools needed for a special purpose

gas pedal - *n.* a pedal in a vehicle that is pressed down to make the vehicle go faster

Guess what? - *expression.* a phrase used to build anticipation

pass / passed - *v.* to complete a test or a class successfully

police - *n.* the people or the department of people who enforce laws, investigate crimes, and make arrests

seat belt - *n.* a strap on a vehicle's seat that holds a person in the seat if there is an accident

tractor - *n.* a short, heavy truck that is designed to pull a large trailer

traffic - *n.* all the vehicles driving along a certain road or in a certain area

turn - *v.* to move in a particular direction and especially toward the left or right

turn signal - *n.* one of the lights on a vehicle that flash to indicate that the vehicle is turning left or right

White House - *n.* the place in Washington, D.C., where the U.S. President lives

yell - *v.* to say (something) very loudly especially because you are angry, surprised, or are trying to get someone's attention

STEP 1

Match each imperative verb with the correct sentence below.
Then write the numbers 1 through 4 next to each of the groups
of sentences to show the order of the steps for each activity.



How to start a car:

1 Open the door
and get inside.

3 _____ the
key and turn it.

2 Buckle your
seatbelt.

4 _____ your
mirrors.

Buckle **Insert** **Check** **Open**



**How to reserve a table
at a restaurant:**

_____ them
your name.

_____ the
restaurant.

_____ them the
time you want to
come.

_____ where
you want to eat.

Give **Choose** **Tell** **Call**



How to cook pasta:

_____ salt
to the water.

_____ some
water.

_____ the
pasta in the water.

_____ how
much pasta you want.

Boil **Decide** **Add** **Put**

STEP 2

Now use imperative verbs to write the steps for something you know
how to do. Next ask a friend about something they know how to do.
Write the steps they tell you. Then let them ask you about the thing you
know how to do. Tell them the steps to take.

How do you
ride a bicycle?



Something you know

Something your friend knows

First buy
a bicycle.
Then...



Quiz - Level 1, Lesson 28 - I Passed It!

Listen. Circle the letter of the correct answer.

1. What does Anna plan to do today?

- a. Take a driving test
- b. Look for a new car
- c. Go to another city
- d. Drive around the city

5. Which learning strategy is Anna using?

- a. Anna is using Visualization.
- b. She is Analyzing Information.
- c. Anna is using Self-Talk.
- d. She is using Movements.

2. What does Marsha want to know?

- a. Does Anna have her driver's license?
- b. Will Anna go driving today?
- c. Is it hard to pass the driving test?
- d. Does Anna have a new car?

6. Which are the imperative verbs in this video?

- a. please, sorry, ready
- b. turn, look, yell
- c. almost, first, now
- d. okay, great, don't

3. Why didn't Anna pass the test?

- a. Anna drove farm equipment.
- b. She drove too fast in traffic.
- c. Anna was too nervous.
- d. She had an accident.

7. What does John Russell tell Anna?

- a. Watch out for other cars.
- b. Stop yelling.
- c. You failed your test.
- d. Drive fast.

4. Why does Anna say the word "Well" slowly?

- a. She does not know the answer to the question.
- b. She does not want to tell Marsha the story.
- c. Anna wants to make Marsha laugh.
- d. Anna is happy about her driving test.

8. What does Anna do wrong?

- a. She drives off of the street.
- b. She drives too slowly.
- c. She takes her hand off of the wheel.
- d. She does all of these things.



LEVEL 1
LESSON 29
A LONG TIME
AGO

Topics

Active listening
Childhood dreams

Prepare Before Class

Picture of local figure or famous person who achieved their childhood dream

Pictures of occupations

Learning Strategy

Personalize

Goals

Grammar: Review simple past and irregular past tense verbs; Using adjectives with correct adjective placement; Infinitives: to read, to be; to work
Speaking: Using adjectives
Pronunciation: Active listening using uh-huh and um-hum

Day 1

Introduce the Lesson Topic

Tell students, “Today we will learn how to talk about dreams. Not the kind you have when you sleep, but the kind when you think about your future.”

Give an example of your own childhood dream, or show a photo of a famous figure (in the place where you are teaching) who achieved their childhood dream. Examples include: Malala Yousafzai or Bill Gates.

Teach Key Words

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

Speaking Practice

After the key words, the video teaches how to use adjectives.

Speaking Practice Script – Lesson 29

Using Adjectives

1. An adjective is a word that describes a noun or pronoun.

In English, you can use adjectives in two places. One is after a linking verb, like “be” or “seem.” Another place is before a noun.

2. Listen to Anna use adjectives in these two places.

I am tired. (after a linking verb)

Today was a busy day at work. (before a noun)

You can also use more than one adjective to describe a noun or pronoun. Listen to Anna talking about how she was as a child.

Anna: I was a tall, serious child.

3. Now you try it. Tell about the dog.

Listen:

The dog is small.

The dog is black.

Speak:

It is a _____, _____ dog.

4. Adjectives help us talk about how we feel.

Make a sentence with two adjectives to tell how you feel today.

I am _____ and _____ today.

Present the Conversation

Tell students that the video will show Anna and Marsha talking about their childhood dreams. 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 29

1. Listen:

How are you?

Speak:

_____ are you? (How)

2. Listen:

I am tired. Today was a busy day at work.

Speak:

I am _____. Today was a _____ at work. (tired, busy day)

Ask, “How was Anna’s day at work?” Let students look for the text in the conversation. Write the sentence on the board: “Today was a busy day...” Underline the word “busy” in the sentence. Point out that “This is an adjective. It tells us something about the noun, the word that follows it.”

“Let’s look for another example. How does Anna describe herself as a child?” After students give the answer, write it on the board: “I was a tall, serious child.” Underline the words “tall” and “serious.” Explain, “We can use more than one adjective to describe a noun.” The Activity Sheet for this lesson gives students practice using adjectives.

Day 2

Pronunciation Practice

The Pronunciation Practice video teaches about the noises people make to show they are listening.

Pronunciation Practice Video Script – Lesson 29

Active Listening

1. When listening in English, people often make sounds that show they are listening and understanding.

Listen to Marsha as Anna talks to her.

Anna: Thanks. This was a good idea.

Working outdoors is nice.

Marsha: Um-hum, it is.

Notice she says “Um-hum” to show she is listening.

2. Now you try it. Make a sound like “Um-hum” to show you are listening.

Listen.

I work at VOA Learning English.

Speak:

_____ (Um-Hum)

Ask students to look at the conversation again. Then ask, “Did you notice the sounds that Marsha made as she listened to Anna? What did she say?” Write them on the board:

Um Hum

Uh Huh

Explain, “These noises let someone know we are listening. As we talked about before, every language has these sounds. It’s good to learn how to use them in English.”

Learning Strategy

Remind students of the scene in the video when Anna saw an ad on a bus. “What happened in the video when Anna saw an advertisement for Ford’s Theater? She asks Marsha for more information about it. It is interesting to her because she likes Lincoln. She’s personalizing the new things she learned about Ford’s Theater from Marsha.”

Continue, “Now, think back to when you were a child. What did you want to be or do when you got older?” Give students time to think about their answers. Ask students to share their childhood dreams.

Summarize by saying, “Personalize is one of the easiest strategies. We do it without thinking most of the time. You can use personalizing to help you remember new words and grammar in English. Let’s try it with our next activity.”

Activity Sheet Part 1

Hand out Activity Sheet to the class. Ask students to form pairs. Tell the class: “First, let’s match the pictures and the adjectives. Raise your hand when you are done.” Have the first two students who raise their hands come to the front of the room to demonstrate the next activity.

Ask the first student to make a sentence with “be” about the match. For example: “Playing games is fun.” Have the second student use “Um Hum” or “Uh Huh” and then make a sentence with the adjective before the noun, such as: “Um Hum. We like playing fun games.”

Have the students demonstrate their understanding with other adjectives and pictures.

Give students time to complete this part of the pair practice. Remind students to use “Um Hum” or “Uh Huh” to show they are listening. Have students take their Activity Sheets back to their seats and keep them for the next part of the lesson.

Day 3

Activity Sheet Part 2

Have students sit with a new partner. Instruct them to look at the lower half of the Activity Sheet. Demonstrate with the first line. Ask students to supply a word to fill in the blank before the word “trucks.”

In the past, I wanted to fix big trucks.
I wanted to ride fast motorcycles.
My childhood dream was to be a mechanic.

Instruct students to complete the remaining three lines, then continue to the third section. When students have finished the middle section, tell them, “Now it’s your time to think about yourself. Listen to your partner ask, ‘What did you want to be when you were a child? And why?’ Think back and make a sentence with ‘because’ and one or two adjectives.”

Have a student ask you the question about your childhood dream. Answer, “I wanted to be an English teacher, because I love helping young people learn.”

Have students continue with the activity and write their answers on their paper. Encourage them to get up and move across the room to find a second person to ask the question.

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. Marsha says, I’m really busy, too, Anna.
2. Marsha says, “That’s an advertisement for Ford’s Theatre. They have a new show.”
3. Anna says, “I was a tall, serious child. At the playground the other children played silly games.”
4. Anna says: “I loved to read serious books about U.S. presidents.”
5. Anna says: In fact, I wanted to be ... don’t laugh ... President of the United States.
6. Anna says: You know, Marsha, childhood dreams are really important.
7. Anna says: “I have an idea. Let’s go...make our childhood dreams come true.” Then, she says to Marsha, “We’re going to see a show at Ford’s Theatre!”
8. Marsha studied the stars and planets when she was a child. She wanted to fly into outer space.

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. For this lesson, encourage students to write about their childhood dreams. Write some of them on the board for students to use in their written work. Write the writing topic on the board:

In this lesson you learn about Anna and Marsha's childhood dreams. What was your childhood dream? What did you want to be?

Conversation

- Anna: Hello! In Washington, D.C., there are many places that bring history to life. But people who live here often do not have time to see them. They are too busy with work -- like me. Hi, Marsha!
- Marsha: Hi, Anna! Have a seat.
- Anna: Thanks. This was a good idea. Working outdoors is nice.
- Marsha: Um-hum, it is.
- Anna: I am tired. Today was a busy day at work. And I still have work to do!
- Marsha: Hmm, that's too bad.
- Anna: How are you these days?
- Marsha: I'm really busy too, Anna. Let's get to work.
- Anna: Marsha, look! That bus has a photo of Abraham Lincoln!
- Marsha: That's an advertisement for Ford's Theatre. They have a new show.
- Anna: They have shows where Abraham Lincoln died?
- Marsha: Yeah, it's a working theater and a museum.
- Anna: I love Lincoln. You know, Marsha, that advertisement reminds me of something.
- Marsha: Um-hum. What's that?
- Anna: When I was a little girl ... When I was a little girl ... I was not like other children.
- Marsha: Um-hum, I can believe that.
- Anna's voice: I was a tall, serious child. At the playground the other children played silly games. They played with dart guns. They played on the swings, the slide and the teeter-totter. They also played ball But not me. I loved to read serious books about U.S. presidents.*
- Anna: In fact, I wanted to be ... don't laugh ... President of the United States.
- Marsha: (laughs)
- Anna: Stop! I know it's a silly childhood dream.
- Marsha: I'm sorry. It's not silly. Guess what I wanted to be?
- Anna: What?
- Marsha: I wanted to be... an astronaut.
- Anna: Really?
- Marsha's Voice: When I was a kid, I studied the stars and planets. I wanted to fly into outer space!*
- Anna: You know, Marsha, childhood dreams are really important.
- Marsha: They are. And it's good to remember them.
- Anna: Hey! I have an idea. Let's go.
- Marsha: Go where?
- Anna: Let's go make our childhood dreams come true.
- Marsha: We're going to the Air & Space Museum! Yes!
- Anna: No. We're going to see a show at Ford's Theatre just like Abraham Lincoln did

when he died! It's not far from here.

Marsha: Uh huh. That is your childhood dream.

Anna: Good point. Okay, next week, we'll come here and be astronauts.

Marsha: Honestly?

Anna: Honestly.

Anna: Tonight we are seeing a show at Ford's Theatre, where a man shot President Abraham Lincoln. This is history come to life ... and a childhood dream come true! Until next time ...

Key Words

advertisement (ad) - *n.* something (such as a short film or a written notice) that is shown or presented to the public to help sell a product or to make an announcement

astronaut - *n.* a person who travels in a spacecraft into outer space

ball - *n.* a usually round object that is used in a game or sport or as a toy

believe - *v.* to accept or regard (something) as true

childhood - *n.* the period of time when a person is a child

come true - *expression.* to materialize, to become a reality, or become fulfilled

dart gun - *n.* a small toy weapon that throws out small objects with a sharp point at one end

die - *v.* to stop living

dream - *n.* something that you have wanted very much to do, be, or have for a long time

Ford's Theatre - *n.* Ford's Theatre is a historic theatre in Washington, D.C., used for various stage performances beginning in the 1860s. It is also the site of the shooting of U.S. President Abraham Lincoln on April 14, 1865.

planet - *n.* a large, round object in space (such as the Earth) that travels around a star (such as the sun)

really - *adj.* without question or doubt—used to make a statement more definite or forceful

serious - *adj.* thoughtful or quiet in appearance or manner

shoot - *v.* to fire a weapon such as a gun (the past tense is shot)

slide - *n.* a structure with a slippery surface that children slide down

star - *n.* any one of the objects in space that are made of burning gas and that look like points of light in the night sky

swing - *n.* a seat that hangs from ropes or chains and that moves back and forth

teeter-totter - *n.* a long, flat board that is balanced in the middle so that when one end

goes up the other end goes down

tired - *adj.* feeling a need to rest or sleep

true - *adj.* agreeing with the facts or not false

um-hum / uh-huh - *interjection* — used to express affirmation, agreement, comprehension, or interest

working - *adj.* doing work or in operation

Quiz - Level 1, Lesson 29 - A Long Time Ago

Listen. Circle the letter of the correct answer.

1. How does Marsha react after Anna asks, "How are you these days?"

- a. Marsha is very tired.
- b. She helps Anna with her work.
- c. Marsha stops talking.
- d. She wants to begin working.

5. What was Anna's "childhood dream?"

- a. To become a U.S. President
- b. To teach people how to enjoy books
- c. To tell stories to big crowds
- d. To act in a play about President Lincoln

2. What does Marsha say about Ford's Theatre?

- a. She hates going to the theater.
- b. There is a new show happening there.
- c. The theater is closed this week.
- d. She wants to see a show with Anna.

6. What does Anna say about Marsha's "childhood dream?"

- a. She remembers Marsha from school.
- b. Childhood dreams are important.
- c. Marsha should follow her dreams.
- d. Marsha's dream is sillier than Anna's.

3. What does "I was not like the other children" mean?

- a. Anna wore colorful clothes.
- b. She was the newest child at her school.
- c. Anna wanted to be popular.
- d. She was more serious than other children.

7. How do Anna and Marsha make their childhood dreams "come true?"

- a. They go to Ford's Theatre.
- b. They go to the Air and Space Museum.
- c. They go to the White House.
- d. They go to the Lincoln Memorial.

4. What does Anna say about books?

- a. The other children at school laughed at her books.
- b. She wanted to write stories about presidents.
- c. Anna liked reading books about presidents.
- d. Her friends did not have good reading skills.

8. Why does Marsha want to go to the National Air and Space Museum?

- a. She wants to teach Anna about astronauts.
- b. Marsha works at the museum.
- c. She dreamed of being an astronaut as a child.
- d. Marsha is really an astronaut.

STEP 1





Use the numbers next to the adjectives below to match the adjectives with the pictures they best describe. Write each number next to the correct picture.

1 FUN	2 RICH	3 STRONG	4 BUSY
5 FAST	6 LOUD	7 BIG	8 GOOD

 1			
			

STEP 2

Next write each adjective in the correct sentence. Then write in the missing letters to complete the name of the job.

In the past...	Also, in the past...	Childhood dream job
I wanted to fix _____ trucks.	I wanted to ride <u>fast</u> motorcycles.	 m e c h a n i c
I like to listen to _____ music.	I wanted to be _____.	 _ o _ s _ a r
I had _____ math skills.	I liked to be _____.	 s c _ _ n _ _ t
I wanted to be _____.	I liked to play _____ games.	 _ t _ l _ _ e

STEP 3

Now ask two friends what their childhood dream jobs were and why. Write their answers in the table below. Then let them ask you what your childhood dream job was and why.

When you were a child what did you want to be?

Why?

Friend's childhood dream jobs

She wanted to be a writer because she liked to read good books.

A writer.

Because I liked to read good books.



LEVEL 1
LESSON 30
ROLLING ON THE RIVER

Topics

Asking for and making food recommendations
Units of measure & their abbreviations
Dollar amounts expressed in numerals

Prepare Before Class

Pictures of crabs (Available in Resources)

Learning Strategy

Make inferences (guess)

Goals

Grammar: Comparative and superlative adjectives; quantitatives (much/many); count/non-count nouns
Speaking: Using count and non-count nouns
Pronunciation: Abbreviations for amounts

Day 1

Introduce the Lesson Topic

Ask students, “If your friend comes into the room with a big smile, can you guess how they feel?” Give several students a chance to respond.

Continue, “Of course, you can guess how your friend feels. In fact, we often guess things based on information we get from the world around us. Today we’re going to learn how to use that ability when we are studying English.”

Introduce another focus of the lesson, comparative adjectives, by showing three pictures of animals or objects. At the end of this lesson, there are three crab photos. First show the blue crab. Say, “This is a large crab.” Then, show the king crab and tell students, “This is a larger crab.” Finally, show the coconut crab, and tell students, “This is the largest crab.” Point out the suffixes on the adjectives by writing the words on the board:

large larger largest

Explain that the -er ending (or suffix) is used to compare something with a greater amount of a quality, while the -est suffix is used to describe something with the highest degree of a quality.

Tell students that by the end of the lesson, they will learn more about the strategy, Make Inferences, learn about a famous seafood market and learn how to use comparative and superlative adjectives.

Speaking Practice

Have students listen to the Speaking Practice video and say the new words for this lesson or repeat them after you. The video teaches how to use count and non-count nouns. Practice using the examples below or objects in the classroom.

Speaking Practice Script – Lesson 30

1. When we want to talk about a number of things, we often use the words “much” and “many” to talk about the quantity. There is a simple rule about when to use them. To learn the rule you should know there are two kinds of nouns.

One is count nouns. These are things you can count. You can put a number before these nouns.

For example, “I have three dollars.”

2. The other kind is non count nouns. These are things that are very small (like sand), or a liquid, a gas, a concept or an activity.

You cannot put a number before these nouns. For example, “I have two cash” is NOT correct.

We can count these things if they are in a container, like a box, a bag, or a bottle. For example, you can say, “I have two bags of cash.”

3. Many or Much?

Use “**many**” with a noun that has a plural form.

These nouns are things that you can count.

For example, Pete asks: How many crabs do you want?

Use “**much**” with non-count nouns. These are nouns that do not have a plural. For example, Pete asks Anna: How much money can you spend?

4. One non-count noun is corn. If we want to count corn, we can talk about “ears” of corn.

Now you try it. Look at the picture. Ask a question with “How much” or “how many?”

Listen:

I want to buy some corn.

Speak:

_____ ears of corn do you want? (How many)

Now try it with this picture: (water pitcher)

How _____ do you want? (much water)

Present the Conversation

Tell students that in this lesson Anna is getting ready for a dinner party. Play the video or ask a few students to read the conversation. Tell students to respond when there are pauses in the video or practice the sentences below after hearing the conversation.

Main Video Script – Lesson 30

1. Listen:
How much money can you spend?
Speak:
How _____ money can you spend? (much)

Listen:
I can only spend \$50.
Speak:
I can _____ \$50. (only spend)

2. Listen:
You should get the larger crabs.
Speak:
You should get the _____ crabs. (larger)

Listen:
They have the most meat.
Speak:
They have the _____ meat. (most)

Pronunciation Practice

The Pronunciation Practice video teaches about the abbreviations for dozen and pounds.

Pronunciation Practice Video Script – Lesson 30

1. In this lesson, Anna goes to a seafood market. The signs at the market tell the cost of the seafood.

One sign says ears of corn cost \$12 for one dozen. When we say the cost, we say “a dozen.” The abbreviation or short form of the word dozen is doz.

Listen to this conversation:
How much is the corn?
It’s \$12 a dozen.
Now you try it.
Crabs cost \$20 for one dozen.

Listen:
How much are the crabs?
Speak:
They’re \$20 _____. (a dozen)

2. In many markets, signs tell the cost of one pound of a food.

For example, signs in the seafood market tell the cost of a pound of shrimp.

The abbreviation for pound is lb. Signs may say lb. or lbs. for more than one pound.

When we say the cost, we say, “a pound” or “for two pounds.”

Now you try it.

Listen:
How much for two pounds of shrimp?

Speak:
It’s \$31 _____ two _____. (for, pounds)

Learning Strategy

Replay or have students repeat the part of the conversation where Pete asks Anna about her childhood:

- Pete: Anna, you love to eat seafood. Did you grow up on the water?
 Anna: No, I didn't. But I love the water. And I love being on the water.
 Pete: You know how to sail?
 Anna: Well ... this afternoon I am going on a boat.
 Pete: You are full of surprises. What kind of boat? Is it a motorboat or a sailboat?
 Anna: It's a special boat, Pete. Well, thanks for your help. See you later!
 Pete: See you, Anna!
 (to himself) Wow, Anna's a sailor! Who knew?

Pete takes the information he got from seeing Anna at the market, and guessed where she grew up. When Anna says, "I love being on the water," Pete guesses again: "You know how to sail?" We call this making an inference. Anna answers that she is going on a boat that afternoon. Pete makes another inference when he says, "Wow, Anna's sailor!"

Tell students, "We'll practice making inferences with the Activity Sheet."

Activity

Hand out the Activity Sheet and ask students to form pairs.

Say, "Let's look at the first example. The word "taller" is above the picture of the giraffe. Can you compare the giraffe and the mouse? On your sheet you see the sentence, *The giraffe is taller than the mouse.*"

Say, "Now let's look at the mouse. What can we say about the mouse? Here, we can make an inference that the mouse is shorter than the giraffe. With your partner, write the sentence below the pictures, *The mouse is shorter than the giraffe.*"

Have students continue with the other small pictures. Give students time to complete this part of the pair practice. Walk around the room and remind students to make inferences.

For the second part of the activity sheet, have students make groups of four. Tell the students, "With another pair, compare yourself or your partner with the other students. Remember to be kind to one another. While being kind, a student would not say another

student is slow, for example.”

After all of the students have completed the activity, have two or three students demonstrate.

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, “Today, I am at an outdoor seafood market near the Potomac River. Some say it is the oldest outdoor seafood market in the United States! I am here to buy seafood.”
2. Pete says, “I work here. You know, it's not easy to be a writer.”
3. Pete says, “But this job is great. I work outside by the river. And I can eat all the free seafood I want!”
4. Anna says, “In fact, I am here to buy some seafood for my dinner party.”
5. Pete says, “Sure thing. Follow me. How much shrimp do you want?”
Anna asks, “How much do I need for five people?”
6. Pete says, “The crabs here are delicious! They are the best because they come from the nearby Chesapeake Bay!”
7. Pete says, “You should get the larger crabs. They have the most meat.”
8. Pete says, “Anna, you like to eat seafood. Did you grow up near the water?”

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

Writing

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

Where do you (or your family) buy fresh food? Is there a seafood or vegetable market near where you live?

Try to use some of the words from this lesson, like best, freshest, oldest, spend, money, and larger.

Conversation

- Anna: Hello! Washington, D.C. sits on the Potomac River. This river is important to the history and culture of the city. Today, I am at an outdoor seafood market near the Potomac River. Some say it is the oldest outdoor seafood market in the United States! I am here to buy seafood. Let's see what they have!
- Anna: Excuse me. Can you help me?
- Pete: Sure! What do you need?
- Anna: Pete!
- Pete: Anna!
- Anna: What are you doing here?
- Pete: I work here. You know, it's not easy to be a writer.
- Anna: Yeah, I heard that. Sorry.
- Pete: But this job is great. I work outside by the river. And I can eat all the free seafood I want!
- Anna: That is great, Pete. In fact, I am here to buy some seafood for my dinner party.
- Pete: You came to the right place. They have the freshest seafood in town. How much money can you spend?
- Anna: I can only spend \$50.
- Pete: Okay. What do you want?
- Anna: First, I want to buy some shrimp.
- Pete: Sure thing. Follow me. How much shrimp do you want?
- Anna: How much do I need for five people?
- Pete: (yells to co-worker) Give her a pound of shrimp!
- Anna: Ok, now I want to buy some crabs.
- Pete: The crabs here are delicious! They are the best because they come from the nearby Chesapeake Bay! Walk this way.
- Pete: How many crabs do you want?
- Anna: I want a dozen crabs.
- Pete: You should get the larger crabs. They have the most meat.
- Anna: Then I want a dozen large crabs, please!
- Pete: Is that everything you need?
- Anna: Let's see ... I have shrimp and crabs. And a friend is bringing a salad and many ears of corn-on-the-cob.
- Pete: Is that all the seafood that you need?
- Anna: Yes.
- Pete: That'll be \$49.95. Cash or credit?
- Anna: Credit, please.
- Pete: Anna, you love to eat seafood. Did you grow up on the water?
- Anna: No, I didn't. But I love the water. And I love being on the water.

Pete: You know how to sail?
Anna: Well ... this afternoon I am going on a boat.
Pete: You are full of surprises. What kind of boat? Is it a motorboat or a sailboat?
Anna: It's a special boat, Pete. Well, thanks for your help. See you later!
Pete: See you, Anna! Wow, Anna's a sailor! Who knew?
Anna: Yes, rivers are important to the history and culture of Washington, D.C. And now I am part of this city's interesting waterfront culture. Until next time!

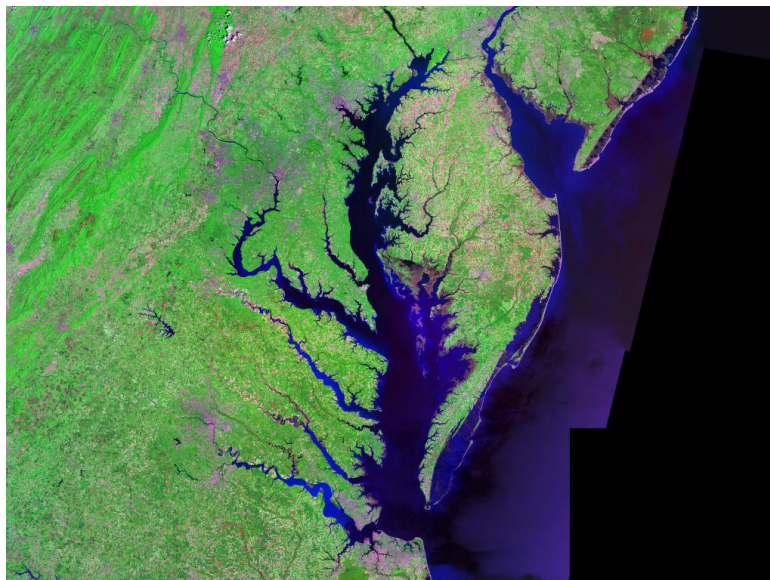
corn on the cob



blue crabs



Chesapeake Bay



Key Words

best - *adj.* better than all others in quality or value

Chesapeake Bay - *n.* an inlet of the Atlantic, in Maryland and Virginia. It is 200 miles (or 320 km) long; and from 4–40 miles (or 6–64 km) wide.

corn-on-the-cob - *n.* corn when cooked and eaten straight from the cob - the part of corn that the kernels grow on; an ear of corn

crab - *n.* a sea animal that has a hard shell, eight legs, and two large claws

credit - *n.* money that a bank or business will allow a person to use and then pay back in the future

dozen - *n.* a group of 12 people or things

ear - *n.* the part of a corn plant on which the seeds grow

freshest - *adj.* the most fresh

many - *adj.* used to refer to a large number of things or people

much - *adj.* large in amount or extent

larger - *adj.* greater in size or amount

market - *n.* a place where products are bought and sold

money - *n.* something (such as coins or bills) used as a way to pay for goods and services and to pay people for their work

most - *adj.* almost all or the majority of

motorboat - *n.* a boat with a motor

oldest - *adj.* having the highest age of a group

Potomac River - *proper noun.* a river flowing from West Virginia to the Chesapeake Bay. It flows between Maryland and Virginia.

pound - *n.* a unit of weight that is equal to 16 ounces or about a half of a kilogram

river - *n.* a large natural flow of water that crosses an area of land and goes into an ocean or a lake

sail - *v.* to travel on water in a ship or boat

sail - *n.* large piece of strong cloth that is connected to a ship or boat and that is used to catch the wind that moves the ship or boat through the water

sailboat - *n.* a boat that has a sail

sailor - *n.* a person who works on a boat or ship as part of the crew

salad - *n.* a mixture of raw green vegetables, such as different types of lettuce, usually combined with other raw vegetables

seafood - *n.* fish and shellfish that live in the ocean and are used for food

some - *adj.* refers to an unspecified amount or number

spend - *v.* to use money to pay for something

water - *n.* an area of water such as a lake, river, or ocean

waterfront - *n.* the land or the part of a town next to the water of an ocean, river or lake.

Quiz - Level 1, Lesson 30 - Rolling on the River

Listen. Circle the letter of the correct answer.

1. What does Anna say she is doing today?

- a. She is fishing in the Potomac River.
- b. Anna is selling seafood on the river.
- c. She is visiting an old friend.
- d. Anna is going to buy seafood

5. What does Anna want to know?

- a. How many people work with Pete
- b. Where to buy five pounds of shrimp
- c. How much shrimp to buy for five people
- d. Where Pete is going after work

2. What is Pete doing at the market?

- a. Pete is writing about the market.
- b. He is looking for a job.
- c. Pete is working at the market.
- d. He is looking for Anna.

6. What advice does Pete give to Anna?

- a. He says Anna should buy Chesapeake Bay crabs here.
- b. Pete tells Anna there are no Chesapeake Bay crabs here.
- c. He says to go to the Chesapeake Bay to buy crabs.
- d. Pete says he likes going to the Chesapeake Bay.

3. What are the good things about Pete's job?

- a. The job gives him sailing and fishing lessons.
- b. He gets to see food and the river.
- c. The job lets him learn about seafood and corn.
- d. He can work by the river and eat free food.

7. What does Pete tell Anna to buy?

- a. Pete says she should buy the larger crabs, with the most meat.
- b. He says she should go to the meat market.
- c. Pete tells her to try to find the crab boat.
- d. He tells Anna to look for a larger market.

4. What is Anna doing at the river?

- a. Anna is looking for a party by the river.
- b. She wants to buy seafood for a party.
- c. Anna wants Pete to give her \$50 for a party.
- d. She is looking for a fishing boat.

8. What strategy does Pete use in this clip?

- a. Making inferences, or Guessing
- b. Making associations
- c. Paraphrasing or Substituting
- d. Self Talk

Blue Crab



Coconut Crab



Japanese Spider Crab



STEP 1

Write the comparative form of the adjectives below into the boxes below the pictures. Then write two sentences below each pair of the pictures comparing them.

ADJECTIVES

GIRAFFE



taller

MOUSE



The giraffe is taller
than the mouse

TALL

YOUNG

FAST

SLOW

OLD

SMART

SHORT

STRONG

TURTLE



CHEETAH



CINDY



MARTHA



THOMAS



MARCO



STEP 2

Now choose the superlative form of four these adjectives. Use each of the superlatives to compare yourself with at least two of your friends. Write a sentence about you or your friends using each of the four superlatives you chose.

Who is the
smartest?



SUPERLATIVE

smartest

WHO IT DESCRIBES

I am the smartest.

You are!

