



LEVEL 1
LESSON 31
TAKE ME OUT TO
THE BALL GAME

Topics Making comparisons Asking for and giving advice	Prepare Before Class A group of classroom objects of various sizes or qualities for Comparative Activity 2
Learning Strategy Visualize	Goals Grammar: Comparatives: faster, earlier Speaking: Using comparative and superlative adjectives Pronunciation: Pronouncing reduced “than” in comparative sentences

Day 1

Introduce the Lesson Topic

Tell students, “Today we will learn a little about the game of baseball. We will also learn how to compare two or more things.”

Ask students, “What are the popular sports in your country?” Give students a chance to respond. Say, “Do you know what sports are popular in the United States?” Let students make suggestions and write the names of the sports on the board. Circle the name baseball if students have suggested it.

Say, “Can you compare the game of football (soccer) to the game of baseball?” Give students a chance to respond in their native language or English. Write their answers on the board in English, and circle the comparative words that they used.

Explain, “In this lesson we will learn more about these words. They let us compare two things in 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.

Present the Conversation

Tell students that the video will show Anna trying to get to a baseball game. The question is: what is the fastest way for her to get there? 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 31

1. Listen:

Don't take the bus. A taxi is faster than a bus.

Speak:

Don't take the bus. A taxi is ____ a bus.
(faster than)

2. Listen:

You should go a lot earlier than 7 o'clock.

Speak:

You should go a lot ____ 7 o'clock.
(earlier than)

Day 2

Pronunciation Practice

The Pronunciation Practice video teaches how to pronounce the reduced “than” in comparative sentences.

Pronunciation Practice Video Script – Lesson 31

1. When English speakers use comparative adjectives, they sometimes do not pronounce the word “than” clearly.

Ashley says, “In D.C. traffic, sometimes a bicycle is faster than a car.”

So, you may hear someone say,
“The Metro is faster than a taxi.”

Or, you may hear, “The Metro is faster 'ən a taxi.”

2. Dictionaries and language experts write this reduced vowel sound with a character called the schwa. It looks like this: ə

American English speakers often pronounce vowels that have little stress, or emphasis using the schwa sound.

Now, you try it. Compare a bus to a bicycle. Use “bigger” and the reduced form of “than.”

A bus is ____ a bicycle. (bigger 'ən)

Speaking Practice

After the key words, the video teaches about using comparative and superlative adjectives.

Speaking Practice Script – Lesson 31

1. To compare things in English, we use a special kind of adjective. To compare two or more things, use a comparative adjective.

In this lesson, Ashley says, “A bicycle is faster than a taxi.” Later, Anna says, “Being early is better than being late.”

2. Now, you try it. Compare two ways to get to Nationals Park.

Which way is faster, Metro or bus? I want to arrive earlier this time.

The metro is _____ than a bus. (faster)

You will arrive _____. (earlier)

3. Superlative Adjectives

Superlative adjectives describe one thing as having more of a quality than all of the other things in the group.

The word “the” appears before these adjectives and they end in -est or -st.

4. In last week’s lesson we heard Pete say, “You came to the right place. They have the freshest seafood in town.”

Pete uses a superlative adjective because there are many places to buy seafood. He thinks this market has the freshest seafood.

5. Listen to Pete as he uses a superlative adjective to describe the crabs:

“The crabs here are delicious! They are the best because they come from the nearby Chesapeake Bay.”

In this lesson, Anna says,
“The Metro was a lot faster than a bus, taxi, or bike.

For the adjective “fast,” the superlative is “fastest.”

6. Now you try it. Compare four ways to get to Nationals Park.

Listen:

What is the best way to get to Nationals Park? Metro, bus, taxi, or bike?

Speak:

The Metro is _____ way to get to Nationals Park. (the fastest)

Learning Strategy

Say, “Today’s learning strategy is visualize. Visualizing means creating a picture in your mind. In this week’s video, for example, Anna visualizes playing a baseball game. In the conversation, this happens after she says, “I can see it now.” She imagines playing the game. Jonathan listens and makes an image in his own mind. He understands that Anna loves baseball.”

Continue, “You can use this strategy when learning or using a new language. We can visualize to help us understand or remember what we are learning. Let’s try doing this now.”

Ask students to think about one of their funniest or happiest memories. Tell them they will share this story with two other students.

Put students into groups of three. Ask each student to share their memory with their group. After each student shares their memory, the other two students tell that person how they visualized the story in their mind. For example, if a student shares a story about a pet, the other two students should describe how they imagined the pet to look and other details from the story.

Comparative Activity 1

Give each student a copy of the Activity Sheet from the end of this lesson. Explain, “First, let’s play a baseball game.” Give students time to complete this part of the pair practice.

When the students have finished, bring their attention to the second activity on the sheet. This activity uses ‘baseball cards’ to give students practice with comparative adjectives. Students take turns making statements about the women players based on the numbers on their cards.

Comparative Activity 2

Remind students of the scene in the video when Anna says, ‘I can see it now.’ Say, “What happened in the video when Anna thought about playing a baseball game? She was making an image in her mind. You can do that, too, to learn new words in English.”

For this activity, your students will play a game of baseball in the classroom. Put the students into two teams.

Tell one team to stand at the front and the other team stand to one side. Mark home plate and three bases by putting a book or an object on at four points of the classroom.

Tell the team at the back, “Your job is to name two or three things in this classroom to compare. You must listen to the other team make a sentence with a comparative or superlative adjective. That team gets a point if their adjective is correct. If the team misses three sentences the teams trade places.”

Keep score by marking points on the board for each team. Some comparisons that can be made of classroom objects include: books or notebooks, maps, posters, tables or desks, windows, doors and more. For example a student may compare the teacher’s desk and the students’ desks: “The teacher’s desk is bigger than the students’ desks.”

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 going to Nationals Park. It is home to Washington’s baseball team -- the Washington Nationals!” Jonathan says, “Hi Anna, where are you going?” Anna says, “I am taking a bus to a Nationals baseball game!”
2. Jonathan says, “Don’t take the bus, A taxi is faster than a bus.” Anna says, “Oh, good idea. You know - I love baseball.” Jonathan says, “That’s great.”
3. Ashley says, “Hi, Anna.” Anna says, “Hi Ashley.” Ashley says, “Where are you going?” Anna says, “I am going to see a Nationals baseball game.” Ashley says, “Do you have a ticket?” Anna says, “No, not yet.” Ashley says, “Anna, you should go a lot earlier than 7 o’clock.”
4. Ashley says, “A bicycle is faster than a taxi.” Anna says, “Oh Ashley. Ashley, Ashley, Ashley. A car is a faster than your bicycle.” Ashley says, “In D.C. traffic, sometimes a bicycle is faster than a car. And, right now there is a lot of traffic.”
5. Ashley says, “The Metro is faster than a taxi and a bicycle. You ought to take the Metro.”
6. Anna sees the sign at the ticket window. It says “sold out.” This means that there are no more tickets for the game. She says, “What? The tickets are sold out? Nooooo!”

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:

Before buying something, do you compare it with similar products? Write about something that you needed to buy in order to do or make something.

Give students a few examples of needed things, such as an ingredient for making a dish, a piece of equipment for playing a sport, a piece of clothing for going to an event, or a material for building or making something.

Give an example: "I want to make mashed potatoes tonight. At the market they have red potatoes, purple, and white potatoes. They have some that are smaller than the others. Today I will buy the longest white potatoes in the market, because they are the best for making mashed potatoes."

Tell students to use comparative and superlative adjectives to write about three similar products and then tell which product they chose.

After giving students time to write, ask a few students to share their writing with the class

Conversation

- Anna: Hi, there, sports fans! Baseball is America's sport. Today, I am going to Nationals Park. It is home to Washington, D.C.'s baseball team -- the Washington Nationals!
- Anna: Hi, Jonathan!
- Jonathan: Hi, Anna! Where are you going?
- Anna: I am taking a bus to a Nationals baseball game!
- Jonathan: Don't take the bus. A taxi is faster than a bus.
- Anna: Oh, good idea. You know I love baseball.
- Jonathan: That's great. Have fun.
- Anna: In fact, I wanted to be a baseball player.
- Jonathan: Is this one of your memories? I'm really busy.
- Anna: This won't take long. I can see it now... I am at home plate. I wait for the pitch. The ball comes. I swing. It's a hit! I run to first base, second base, third base, then home plate. It's a home run! The crowd cheers! Woo hoo!
- Jonathan: You really love baseball. Have fun at the game, Anna.
- Anna: Thanks, Jonathan. Taxi!
- Ashley: Hi, Anna. Where are you going?
- Anna: Hi, Ashley. I am going to see a Nationals baseball game!
- Ashley: What time is the game?
- Anna: 7 o'clock.
- Ashley: Do you have a ticket?
- Anna: No, not yet.
- Ashley: Anna, you should go a lot earlier than 7 o'clock.
- Anna: That is why I'm taking a taxi. Taxi!
- Ashley: Anna, Anna, that's not a good idea. A bicycle is faster than a taxi.
- Anna: Oh, Ashley. Ashley, Ashley, Ashley. A car is faster than your bicycle.
- Ashley: In D.C. traffic sometimes a bicycle is faster than a car. And right now, there is a lot of traffic.
- Anna: Good point. But I don't have a bicycle.
- Ashley: Okay, Anna, you can use my bicycle.
- Anna: Thanks! I really want to learn how to ride one.
- Ashley: What do you mean, learn how to ride a bike? Oh, Anna! Anna, Anna!
- Ashley: You know, Anna, the Metro is faster than a taxi and a bicycle. You ought to take the Metro. It's that way.
- Anna: Good idea.
- Ashley: OK.
- Anna: See you later!

Ashley: Bye, Anna!

Anna: Bye!

Anna: The Metro was a lot faster than a bus, taxi or bike. And now I'm at Nationals Park! Look at all these fans! So many people like to watch baseball. There's the ticket window. What? The tickets are sold out? Nooooooo!Nooooooo! But I really want to watch a baseball game. Does anyone have an extra ticket?

Fan: Next time, you should buy your ticket online.

Anna: Thanks. Thanks a lot. It is good advice. Being early is better than being late. Until next time ...

Key Words

base - *n.* any one of the four places a runner must touch in order to score in baseball

baseball - *n.* a game played on a large field by two teams of nine players who try to score runs by hitting a small ball with a long rounded stick and then running to each of the four places a runner must touch in order to score without being put out

better - *adj.* more attractive, appealing, effective or useful

bicycle/bike - *n.* a 2-wheeled vehicle that a person rides by pushing on foot pedals

cheer(s) - *v.* to shout with joy, approval, or enthusiasm

crowd - *n.* a large group of people who are together in one place

earlier - *adv.* before the usual or expected time

extra - *adj.* more than is usual or necessary

fan(s) - *n.* a person who likes and admires someone, such as a famous person, or something, such as a sport or a sports team, in a very enthusiastic way

faster - *adv.* with great speed

hit - *v.* to cause a ball to move by hitting it forcefully with a bat in baseball;

hit - *n.* when a baseball player is able to successfully swing the bat and connect it with the ball

home plate - *n.* the base that a runner must touch in order to score in baseball

home run - *n.* a hit that allows the batter to go around all the bases and score a run in baseball

Nationals Park - *n.* a baseball park located in Washington, D.C. that is the home ballpark for the Washington Nationals baseball team

online - *n.* done over the Internet

pitch - *v.* to throw a ball to the player who is trying to hit the ball in baseball

sell out - *v.* to be bought until no more are available

swing - *v.* to move your arms while holding the long rounded stick that is used to hit the ball in baseball with a quick, curving motion

team - *n.* a group of people who compete in a sport or game against another group

than - *conj.* used to introduce the second or last of two or more things or people that are being compared — used with the comparative form of an adjective or adverb

ticket - *n.* a piece of paper that allows you to see a show, participate in an event, travel on a vehicle

window - *n.* an opening in a wall or door that usually contains a sheet of glass

Quiz - Level 1, Lesson 31 - Take Me Out to the Ball Game

Listen. Circle the letter of the correct answer.

1. What is Anna going to do?

- a. Visit a national park
- b. Play on a baseball team
- c. Watch a baseball game
- d. Learn a new sport

4. What does Ashley explain to Anna?

- a. Traffic is often unsafe in Washington, DC.
- b. A bicycle can sometimes be faster than a car.
- c. Taxis are usually busy because of traffic.
- d. She always rides her bicycle to baseball games.

2. What advice does Jonathan give Anna?

- a. Take a taxi to the game.
- b. A taxi cannot enter the park.
- c. Take a faster bus.
- d. The bus is not coming.

5. What advice does Ashley give Anna?

- a. The Metro is faster than a taxi but slower than a bicycle.
- b. Anna ought to take the Metro because it's the fastest way.
- c. The Metro is located near the baseball stadium.
- d. Anna should take Ashley to the baseball game.

3. What does Ashley say to Anna?

- a. Anna is always late for events.
- b. The ticket sales end at 7:00 pm.
- c. The stadium doors open at 7:00 pm.
- d. Anna must go to the game earlier.

6. Why is Anna sad when she arrives at Nationals Park?

- a. There are no tickets for the game.
- b. The game has already started.
- c. There is not a game tonight.
- d. Tickets are only available online.

GAME INSTRUCTIONS

One player is the "batter" and one player is the "pitcher."
 Example: P touches #5 and B touches #3
 Result: 5-3: Batter moves 2 bases.

BATTER

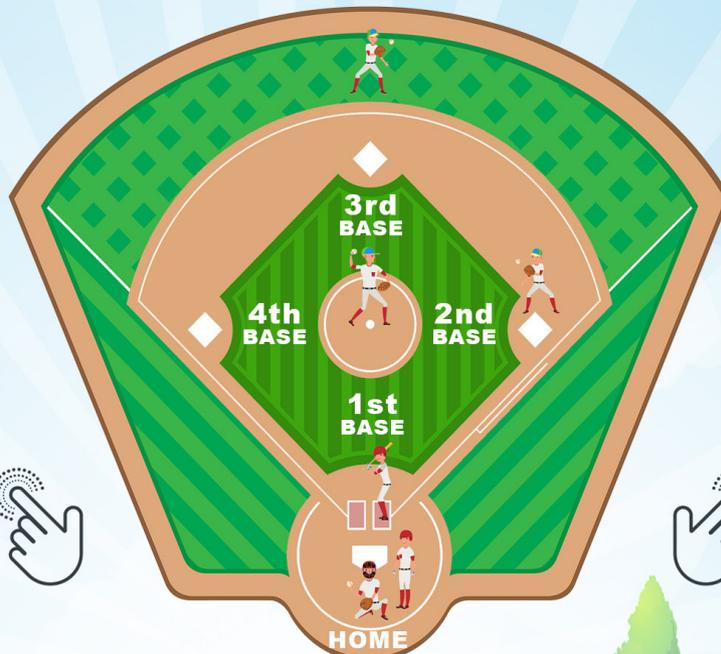
- Close your eyes and touch the number pad.
- Touched higher number = You got a hit!
Your number minus the Pitcher's number = your base.
Move marker to that base.
- Make a sentence comparing two or more things in the room. Go back to step 1.
- When you get around the bases back to home, wins!

PITCHER

- Close your eyes and touch the number pad.
Open your eyes and compare the number you are touching.
- Touched lower number = Batter is out!
- Your turn to bat - move your marker to home plate and go to step 1. Be the batter.

NUMBER PAD

1	2
3	1
1	2
2	1



NUMBER PAD

1	2
3	1
1	2
2	1

Who is a good pitcher?

Read about the baseball players below.
Ask your partner to compare the players.

Melissa is a good pitcher.
She is faster than Hinson



MELISSA COOMBES
 Hit / Game 9
 Pitch Speed (kph) 80
 Running (ft/sec) 25



LISA FERNANDEZ
 Hit / Game 8
 Pitch Speed (kph) 85
 Running (ft/sec) 30



DOTTIE HINSON
 Hit / Game 5
 Pitch Speed (kph) 75
 Running (ft/sec) 40





LEVEL 1
LESSON 32
WELCOME TO THE TREEHOUSE!

Topics Requesting help or information Talking about technology	Prepare Before Class Objects to use in class: book, notebook, pencil or pen
Learning Strategy Monitor	Goals Grammar: Direct and indirect objects; interjections Speaking: Indirect objects Pronunciation: Interjections

Day 1

Introduce the Lesson Topic

Say, “Today, we will see the first part of Anna’s new children’s show. What do you think it will be like?” Give students a chance to answer. Continue, “Do you think Anna will have any problems with her new show?” Let students offer ideas on possible problems.

Ask students, “When you are speaking, do you ever notice a problem? For example, imagine you are talking and the other person is listening, but they do not seem to understand. What do you do when that happens?” Give students a chance to respond briefly.

List responses on the board. Responses may include:

- Repeat what you said
- Speak more clearly
- Find out the problem by asking a question

Continue: “We call this monitoring, or being aware of how we are doing something. In this lesson, we will learn about things that you can do to notice and fix any problems when you are 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.

Do not teach the Speaking Practice part (second part of the video) until tomorrow.

Present the Conversation

Tell students that the video will show Anna's new children's show. 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 32

1. Listen:

Oh well. I can fix that later.

Speak:

Oh well. I can ____ later. (fix that)

2. Listen:

That is a good place to learn how to ski.

Speak:

But it cannot ___us about baseball! (teach)

Day 2

Speaking Practice

Tell students that they are going to learn about indirect and direct objects. An object is a person or thing in a sentence that receives the action of the verb.

Give a student at the front of the class an object, such as a book, notebook, pencil or pen.

Say, for example, "I gave the book to [student name]." Write this sentence on the board. Tell students that the sentence has two objects. Circle the words "the book" and say it is the direct object. Then circle the words "to [student name]" and say it is the indirect object.

Tell students they will now learn more about these things. The Speaking Practice video teaches about indirect and direct objects. You will find the script on the following page.

Speaking Practice Script – Lesson 32

1. A **DIRECT OBJECT** is a noun, pronoun or noun phrase that names the person or thing that receives the action of a verb.

For example, MINDY says, “Anna, do not forget me.” In this example, “me” is the direct object because it is receiving the action of the verb “forget.”

An **INDIRECT OBJECT** is a noun, pronoun or noun phrase that occurs in addition to a direct object after some verbs. It names the person or thing that the action is done for or to.

The indirect object comes before the direct object with many verbs. With some verbs, the indirect objects must follow the direct object with a preposition between the two.

The preposition is usually “to” or “for.” For example, MINDY says, “Layla asks us this question.” In this example, “us” is the indirect object and “this question” is the direct object. The meaning of this sentence is, “Layla asks this question to us.”

2. When the indirect object comes after the direct object, we use a preposition, usually “to” or “for.” Notice the preposition “to” appears before the direct object “us.”

Anna: “MINDY, what is our first question?”

MINDY: Layla asks us this question.

Layla: Hello, Anna! Hello, MINDY! I’d like to know -- how do you play baseball?

Anna: MINDY, we need to find her an answer.

Anna’s sentence, “We need to find her an answer” also has direct and indirect objects. It means, “We need to find an answer for her.”

Now, you try it. Change the next sentence so that the indirect object comes before the direct object.

Listen:

Throw the baseball to me.

Speak:

Throw ___ the baseball. (me)

Write these sentences on the board: “Throw the baseball to me. Throw me the baseball.”

Tell students that, in English, we can say things in both ways, but the second is more common. Write “indirect object” and “direct object” on the board and make sure students know which is which in both sentences.

Say, “Now, let’s practice some more.” Put students into pairs. Write these sentences on the board:

The man sold his bike to me.
She gave a flower to her mother.
I made a special dish for my teacher.
Please read my story to the class.

Say, “Work with your partner. First, find the indirect objects and direct objects. Then, move the indirect objects before the direct objects to make new sentences.”

Pronunciation Practice

The Pronunciation Practice video teaches about interjections. Here is the script.

Pronunciation Practice Video Script – Lesson 32

Interjections are spoken words, phrases or sounds that we use to quickly show feelings. For instance, a short, quick way to say, “I am disappointed” is “Aw, man.”

Anna’s coworker uses this interjection when he finds out he has to wait one week to see the second part of the children’s show.

Coworker: Aw man! Will the shark eat her?

Now, you try it. Anna is coming to visit your city. You are very excited. Use an interjection to show your excitement.

Speak:

___ - ___ that’s awesome! (Woo-hoo)

Learning Strategy

Ask students, “What is Anna trying to do on her children’s show?” Take responses from several students and write them on the board. Answers may include: respond to a child’s question, learn about baseball, test her new computer, or travel to new places.

Say, “How does Anna know there is a problem?” Take some answers from students. Continue, “Anna is on a snowy mountain, not on a baseball field. She only has to look around to see. This is what we call ‘monitoring’ and we can do this when we are using English.”

Explain that interjections are one way to show you are monitoring problems: “For example, when you say ‘oops,’ you are showing that you know you made a mistake.”

Say “Let’s practice using monitoring with the Activity Sheet.”

Activity Sheet

Before starting the activity, review the meanings of the interjections with students or make sure they have copies of the Key Words page so they can read the meanings themselves.

There are two separate Activity Sheets: Student A and Student B.

Ask students to find a partner or put them into pairs. In each pair, one student should have the Student A sheet and the other student should have the Student B sheet.

Explain to students how to do the activity and then ask them to work with their partners.

As students practice, remind them that finding problems is a way of monitoring.

When students have finished, have several students show their conversations and talk about any questions that have come up.

Say, “You can use the strategy monitor to help you learn English and other subjects. For example, in math class, you can listen and think, ‘Am I understanding this?’ If you do not understand then choose a way to fix the problem. What can you do? Ask a question; look for the answer in the book; or read again.”

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, "Hello! Today is a big day. My first children's show is on television! Woo-hoo! I'm excited and nervous."
2. Ms. Weaver says, "Some people are going to watch your children's show. After they watch it, they'll tell me what they liked, and what they didn't like."
3. Anna's coworker says, "What is the show about?"
4. Anna says, "But this children's show is different. I hope."
5. Anna says, "Hello, I'm Anna! Welcome to "The Time Traveling Treehouse!" This is not a usual treehouse. It can time travel! That is why it's called "The Time Traveling Treehouse."
6. Anna says, "That means we can travel to many places and learn many things. Kids from all over the world ask us questions. We find them answers!"
7. Layla says, "Hello, Anna! Hello, MINDY! I'd like to know -- how do you play baseball?"
8. Anna says, "MINDY, now I am on a snowy mountain!" MINDY says, "That is a good place to learn how to ski." Anna says, "Yes, MINDY, but it cannot teach us about baseball! And I don't know how to ski!"
9. MINDY says, "Anna, please wait. I need to fix my navigation device."
10. Anna's coworker says, "Aw, man! Will the shark eat her?"

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. Write the writing topics on the board:

(Option 1) What do you think of Anna's new show? How is it different from other children's shows that you have seen? Tell us about your opinion of Anna's show and suggest other questions for Anna to answer.

(Option 2) With a partner, think about a new children's show. What is the show about? Who is on the show? What kinds of things do the people do? Write a paragraph or two about the show.

Conversation

- Anna: Hello! Today is a big day. My first children's show is on television! Woo-hoo! I'm excited and nervous.
- Ms. Weaver: Hello, Anna.
- Anna: Hello, Ms. Weaver!
- Ms. Weaver: Some people are going to watch your children's show. After they watch it, they'll tell me what they liked, and what they didn't like.
- Anna: Oh, dear.
- Ms. Weaver: They're in the conference room.
- Anna: Hello, everyone. I'm Anna, and thanks for coming!
- Anna: Today you are going to watch my new show. I hope you like it
- Coworker 2: What is the show about?
- Anna: It's a children's show.
- Coworker 1: But we are not children!
- Anna: But this children's show is different. I hope.
- Coworker 3: I don't really like children's shows.
- Anna: Shhh, please. The show is starting!
- Anna: Oh, hi! Just give me one minuteoops! Oh well. I can fix that later.
- Anna: Hello, I'm Anna! Welcome to "The Time Traveling Treehouse!" This is not a usual treehouse. It can time travel! That is why it's called "The Time Traveling Treehouse."
- MINDY: Anna, do not forget me.
- Anna: Of course not! This is my partner, MINDY!
- MINDY: My name means Massive Information Navigation Device, for You!
- Anna: That means we can travel to many places and learn many things. Kids from all over the world ask us questions. We find them answers!
- MINDY: Woo-hoo! That is right, Anna.
- Anna: MINDY, what is our first question?
- MINDY: Layla asks us this question.
- Layla: Hello, Anna! Hello, MINDY! I'd like to know -- how do you play baseball?
- Anna: That is a great question! MINDY, we need to find her an answer!
- MINDY: I know that we can find it, Anna!
- Anna: Where am I now? MINDY, now I am on a snowy mountain!
- MINDY: That is a good place to learn how to ski.
- Anna: Yes, MINDY, but it cannot teach us about baseball! And I don't know how to ski!
- MINDY: Sorry, Anna. Let's try again.
- Anna: Where I am now!? MINDY, I am in the ocean! An ocean cannot teach us about

baseball!

MINDY: Please don't yell, Anna. The ocean can teach us about surfing.

Anna: Yes, MINDY, it can teach us about surfing ... and sharks! Ahhh!

MINDY: Anna, please wait. I need to fix my navigation device

Anna: MINDY, please fix it faster. And get me out of here ... now!

Announcer: Whoa! Is Anna going to be lost forever? Next week, you can watch part two of "The Time Traveling Treehouse!"

Coworker 1: Aw, man! Will the shark eat her?

Coworker 2: Will Anna find the answer?

Coworker 3: Please tell me the ending!

Anna: So, you liked it?

Coworkers: Yes!

Anna: Well, you can watch the ending next week!

Coworkers: Noooooo!

Anna: Don't forget to watch next week!

Key Words

INTERJECTIONS

aw - *interjection*. used to express mild disappointment or sympathy

man - *interjection*. used to express frustration

oops - *interjection*. used to express surprise or distress or to say in a mild way that you are sorry about having done or said something wrong

shhh - *interjection*. used to tell someone to be quiet

whoa - *interjection*. used to tell someone to slow down or stop and think about something

woo-hoo - *interjection*. used to express excitement

GENERAL VOCABULARY

answer - *n.* something you say or write when someone asks you a question

ask - *v.* to say or write something to someone as a way of gaining information

device - *n.* an object, machine, or piece of equipment that has been made for some special purpose

ending - *n.* the final part of something

fix - *v.* to make (something) whole or able to work properly again or to repair (something)

information - *n.* knowledge that you get about someone or something such as facts or details about a subject

massive - *adj.* very large and heavy

mountain - *n.* an area of land that rises very high above the land around it and that is higher than a hill

navigation - *n.* the act, activity, or process of finding the way to get to a place when you are traveling in a ship, airplane or car

partner - *n.* one of two or more people or businesses that work together or do business together

shark - *n.* a large and often dangerous sea fish with very sharp teeth

ski - *v.* to move or glide on a pair of long narrow pieces of wood over snow or water

surf - *v.* to ride on ocean waves using a special board (called a surfboard)

travel - *v.* to go to a place that is far away

treehouse - *n.* a small house that is built among the branches of a tree for children to play in

Quiz - Level 1, Lesson 32 - Welcome to the Treehouse!

1. What does Anna say about today?

- a. She is sad about a show on television.
- b. Anna says, "I'm excited and nervous."
- c. She does not want to be on television.
- d. Anna says, "There will be children at work."

2. What does Ms. Weaver say to Anna?

- a. Some people will tell their children about Anna's show.
- b. The people will watch the show and tell Ms. Weaver how they like it.
- c. Some people will tell Ms. Weaver which shows they like to watch.
- d. The people will make a new show with Anna.

3. What does Anna's coworker ask?

- a. Will I like the show?
- b. What is the show about?
- c. Can we watch the show?
- d. When will the show come out?

4. What does Anna say about the show?

- a. The show will give them hope.
- b. They will like the show.
- c. The children like the show.
- d. The show is different.

5. What is different about Anna's treehouse?

- a. The treehouse can travel to another time.
- b. It is just a usual treehouse.
- c. The treehouse is from a long time ago.
- d. It is from a different time.

6. What is one purpose of the show?

- a. To travel the world and ask questions
- b. To take children to another time
- c. To answer questions for children
- d. To teach children about computers

7. What does Layla want?

- a. Layla wants to know how to play baseball.
- b. She wants to travel with Anna.
- c. Layla wants to know how MINDY works.
- d. She wants to find the treehouse on a map.

8. What strategy is Anna using in this clip?

- a. Self-talk
- b. Monitoring
- c. Predicting
- d. Summarizing

9. MINDY has a problem. What is it?

- a. She needs to fix her navigation device.
- b. MINDY does not like baseball.
- c. She cannot go in the ocean.
- d. MINDY is afraid of sharks.

10. Why does Anna's coworker say, "Aw, man?"

- a. He did not like the show.
- b. The man does not understand the show.
- c. He has to wait a week for the next show.
- d. The man found a mistake on the show.

STEP 1

Draw a line to match each picture with the correct interjection to use in that situation. Next, ask a partner to help identify the problem in each picture. Then help them identify the problems and reasons in their pictures. Together, write the best way to ask for help or respond to all of the situations.

STUDENT A



- 1 aw
- 2 woo-hoo
- 3 oops
- 4 shhh
- 5 whoa

What's the problem here?

What should we say?



People are being loud in the library.

"Shhh! Can you please be quiet?"



The problem (Ask your partner)

How to respond or ask for help

1		
2		
3		
4	People are being loud in the library.	Shh! Can you please be quiet?
5		

STEP 1

Draw a line to match each picture with the correct interjection to use in that situation. Next, ask a partner to help identify the problem in each picture. Then help them identify the problems and reasons in their pictures. Together, write the best way to ask for help or respond to all of the situations.

STUDENT B



1 aw

2 woo-hoo

3 oops

4 shhh

5 whoa

What's the problem here?

What should we say?



The problem (Ask your partner)

They are talking during a movie.

"Shhh! Can you please be quiet?"



How to respond or ask for help

1		
2		
3		
4	People are talking during a movie.	Shh! Can you please be quiet?
5		



LEVEL 1
LESSON 33
LEARNING
AMERICA'S SPORT

Topics Complimenting someone's ability Explaining how to play a sport or activity	Prepare Before Class Coffee cup and an empty cardboard box to show 'pack' on Day 3
Learning Strategy Sequence	Goals Grammar: Agent nouns Speaking: Agent nouns Pronunciation: American pronunciation of -er endings

Day 1

Introduce the Lesson Topic

Ask students, "Do you remember last week's lesson? Anna was in the ocean. What did she want to learn?" Give students a chance to answer. Possible answers include 'how to play baseball' and 'where can she learn about baseball?'

Say "Today, Anna is going to explain how to play baseball. Did you ever try to explain how to do something? What do you need to say?" Give students time to respond. Answers may include the order of steps and rules of a game, or the order of something else.

Continue, "You are right! You need to say how to do something in steps. For example, maybe I want to tell you how to find this classroom. First, I start at the front door of the school. Then I tell you which way to turn and how far to walk. That is a sequence. Sequence means thinking about how one event or action follows another."

Tell students that by the end of the lesson, they will learn more about using a sequence. They will also learn about a special kind of noun called an "agent noun."

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 Speaking Practice video teaches about agent nouns.

Speaking Practice Script – Lesson 33

1. Agent Nouns

Agent nouns are nouns that indicate someone or something that performs the action of a verb. Usually, they end in -er.

For example, Anna says, “These baseball players are playing baseball.”

In this example, “are playing” is the verb “to play,” and the players are the people, or nouns, doing the action of playing baseball.

So this means, “the players” are the agent noun in this sentence.

Anna: Each team has many players. Pitchers pitch the ball. Catchers catch the ball. Batters bat the ball. Runners run the bases. Fielders field the ball.

Now, you try it.

Listen:
Runners run the bases!

Speak:
___ run the bases! (Runners)

Day 2

Present the Conversation

Tell students that the video will show Anna teaching about how to play baseball.

Main Video Script – Lesson 33

1. Listen:
I can teach children about baseball here.

Speak:
I can teach children ___ ___ here. (about baseball)

2. Listen:
Each team has many players.

Speak:
Each team has many ___.

Pronunciation Practice

The Pronunciation Practice video teaches about how to say the -er ending in agent nouns. Here is the script.

Pronunciation Practice Video Script – Lesson 33

In some dialects of English, an -er at the end of a word is pronounced like: /əɾ/. In American English, it is pronounced: /ər/.

When you make an agent noun, you change the verb, usually by adding -er to the ending.

For example, to make the verb :”to play” an agent noun, you take the word “play” and add an -er to make the word “player.”

Now, you try it.

Listen:

The batter bats the ball. The runner runs to first base.

Speak:

The ___ bats the ball. Then the ___ runs to first base. (batter, runner)

Learning Strategy

Begin, “Earlier in the lesson, you learned that sequence means thinking about how one event or action follows another.”

Play the part of the video where Anna gives the steps of playing baseball. Anna says, “First, the pitcher pitches the ball to the batter. The batter bats the ball. Then, the runner runs to first base.”

Say, “Anna is telling us the sequence, or order of the actions, in the game. One way to know that you are hearing the order of actions is to listen for some words. For example, Anna says ‘first’ to begin the sequence. She uses the word ‘then’ to talk about later actions. We can also use word ‘next’ to talk about actions that follow each other.”

Continue, “Now, let’s practice using the strategy sequence.”

Activity Sheet

Be sure that the students know the words in the boxes on the right and left sides of the

Activity Sheet. Have two students come to the front of the room to say the examples at the top of the sheet. They may use a cup and an empty box to help show the actions as below:

Student A: First, the buyer buys something. (*Hold up a cup*)

Student B: Next, the packer boxes the order. (*Put the cup in a box*)

Student A: Then, the mail carrier delivers it. (*Hand the box to another student*)

Thank the students and tell them to return to their seats. Say, “Let’s practice sequencing and agent nouns with the Activity Sheet.” Ask students to find a partner and work on the Activity Sheet together.

After they have completed the second part, ask the pairs to share the sequences they wrote.

Giving Compliments

Say, “In the last lesson, MINDY took Anna to the wrong place. What happened in this lesson?” Give students the chance to respond. Then say MINDY finally took Anna to the right place to learn about baseball.

Ask, “What did Anna say to MINDY when she arrived at the baseball field?” Let students respond (Anna: MINDY, MINDY, it took you a long time. But you did it!)

Tell them Anna is giving MINDY a compliment. Write the word “compliment” on the board and explain that it means to give praise to someone about something they said or did.

Ask, “Can you find another time when someone in the video gives a compliment?” Play this part of the video, or tell students where to find the answers in the script:

MINDY: Good job! That was fast.

Coworker 3: Good job Anna. You know, I still don’t like children’s shows, but I like this children’s show.

Coworker 2: I liked the time travel.

Ask students to walk around the class and find a partner. Tell them to ask their partner about someone they recently gave a compliment to. Write on the board:

Who was the person? What did they do well? What compliment did you give them?

Then, ask a few students to share their partners’ stories with the class. Use compliments to thank these students for sharing.

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. The announcer says "She (Anna) wants to learn about baseball."
2. Anna says, "I'm at a playground with a baseball field...MINDY, MINDY, it took you a long time. But you did it!"
3. Anna says, "This is a baseball field. This is a pitcher's mound...this is first base" and continues to teach about the game.
4. Anna says: "Batters bat the ball." The batter is the person who hits the ball.
5. Anna is using the strategy Sequence. In sequencing, you learn about how one action follows another.
6. The man said, "Time travel is not real. You are so silly, Anna."

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. Write the writing topic on the board:

Do you work with or play on a team? Did you work with or play on a team in the past? What kind of team? What are the steps to the game? Write the order of steps for how to play the game.

Give students time to write. Then, ask a few students to share what they wrote.

Conversation

- Coworker 2: It is time for part two of the children's show!
- Coworker 1: It's time! It's time! I can't wait!
- Coworker 3: Shh! I can't hear it!
- Announcer: Last time on "The Time Traveling Treehouse," Anna was lost, really lost. She wants to learn about baseball. But her computer, MINDY, sent her to many wrong places.
- Anna: MINDY! Help me! I am in the ocean with a shark!
- MINDY: I will try one more time, Anna.
- Anna: Please try harder, MINDY!
- Anna: Now, where am I? I am at a playground with a baseball field! Yes! I can teach children about baseball here! MINDY, MINDY, it took you a long time. But you did it!
- MINDY: Thanks, Anna. Give me a call when you find the answer.
- Anna: Okay. Come with me. Let's learn how to play baseball! This is a baseball field. This is a pitcher's mound. This is first base! This is second base! This is third base! This is home plate!
- Anna: To play baseball, you really only need a bat, a ball and a glove. Each team has many players.
Pitchers pitch the ball. Catchers catch the ball. Batters bat the ball.
Runners run the bases! Fielders field the ball.
- Anna: First, the pitcher pitches the ball to the batter. The batter bats the ball. Then, the runner runs to first base.
- Anna: Each time a batter bats, the runners run around the bases. Each time a runner runs across home plate, they score a run! There are nine innings in a game. The team with the most runs at the end of nine innings wins the game!
- Anna: MINDY, MINDY, we found the answer! It's time to return to the treehouse.
- MINDY: Good job! That was fast.
- Coworker 3: Good job Anna. You know, I still don't like children's shows, but I like this children's show.
- Coworker 2: I liked the time travel.
- Coworker 1: But time travel is not real. You're so silly, Anna.
- Anna: Yeah, time travel is so silly. Thanks, goodbye. Bye, thank you.
- Anna: Hello, MINDY? Are you there?
- MINDY: Hello, Anna.
- Anna: MINDY, I want to go to China! Until next time ...

Key Words

bat – *v.* to hit (something, such as a ball) with a bat or club

batter – *n.* baseball. a player who is trying to hit the ball

catcher – *n.* baseball. the player who plays behind home plate and catches the pitches thrown by the pitcher

catch – *v.* to use your hands to stop and hold (an object that is moving through the air)

field – *v.* baseball or cricket. to catch or stop and throw a ball

fielder – *n.* baseball or cricket. a player who is in the field while the opposing team is batting

glove – *n.* baseball. a padded leather covering for the hand that is used to catch the ball and that has individual thumb and finger sections

harder – *adj.* (try harder) working or doing something with more energy

inning – *n.* baseball. one of the usually nine parts of a game in which each team bats until three outs are made

mound – *n.* the slightly raised area of ground on which a baseball pitcher stands

out* – *adv.* baseball. no longer batting or on a base because of a play made by the other team

pitch – *v.* baseball. to throw a baseball to a batter

pitcher – *n.* baseball. the player who throws the ball to the batter in baseball

player – *n.* a person who plays a sport or game

runner – *n.* baseball. a player who is on base or is trying to reach a base

** This word is not in the conversation but may be used for explaining of the game of baseball*

Quiz - Level 1, Lesson 33 - Learning America's Sport

Listen. Circle the letter of the correct answer.

1. What does Anna want?

- a. To learn to use a computer
- b. To learn how to travel
- c. To learn about MINDY
- d. To learn about baseball

4. Which baseball player hits the ball?

- a. Catchers
- b. Runners
- c. Pitchers
- d. Batters

2. What did MINDY do?

- a. Taught Anna to ask questions
- b. Made another mistake
- c. Found the baseball field
- a. Called Anna to find the answer

5. What strategy is Anna using in this video?

- a. Monitoring
- a. Predicting
- a. Sequencing
- a. Self-talk

3. What is Anna doing?

- a. Finding out what you know about baseball
- b. Teaching you about the game of baseball
- c. Talking about how much she loves baseball
- d. Explaining that it is hard to learn baseball

6. What does the man say to Anna?

- a. He hates to travel.
- b. Time travel is so silly.
- c. Her show is really old.
- d. Time travel is not real.

STEP 1

Change all of the verbs on the left onto their agent noun forms and match each with the correct steps in the sequences below. Write them into the sentences. Then change the verbs to the right into the correct form and use them to complete the sentences.

Verbs to change into agent nouns

~~PACK~~

SHOP

BUILD

BAG

~~CARRY~~

~~BUY~~

CHECK

OWN

DESIGN



First, the buyer orders something.



Next the packer boxes the order.



Then the mail carrier delivers it.



First, the _____ their food.



Next the _____ the prices.



Then the _____ the bags.



First, the _____ the land.



Next the _____ the plans.



Then the _____ the building.

Verbs to use in example sentences

SCAN

~~ORDER~~

BUY

DELIVER

FILL

MAKE

CHOOSE

BUILD

~~BOX~~

STEP 2

Now with a partner, use the blank boxes to draw a new sequence. Together, write sentences to explain what happens in each step. Use any verbs and agent nouns you want.

First, the pitcher throws the ball.



Blank box for drawing and writing the first step.

First,

Blank box for drawing and writing the second step.

Next

Blank box for drawing and writing the third step.

Then

Then the hitter hits it!





LEVEL 1
LESSON 34
WHAT WILL I DO?

Topics Life events American customs	Prepare Before Class Coins or small tokens 'My Life in Five Years' activity sheet
Learning Strategy Make your best guess (Make an inference)	Goals Grammar: modals "might" and "will" Speaking: the future; expressing probability & possibility Pronunciation: Stress on the words "might" and "will"

Day 1

Introduce the Lesson

Say, "Today we will learn how to talk about the future. All of you probably have plans about what you would like to do in the future."

Continue, "Sometimes, we do not know what will happen in the future. So, we say that something is possible. It could happen or it could not happen."

Say, "Whether something will happen in the future or is possible in the future, English speakers use certain kinds of verbs. These verbs are called modals."

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 talk about the future. English speakers use the modal verbs 'will' and 'might' to talk about the future.

Speaking Practice Script – Lesson 34

1. In this lesson, Anna talks about the future in two ways.

She uses the modal verb “will” and the modal verb “might.”

“Will shows that the person plans for the event to happen. For example, Rebecca plans to graduate in one year.

Anna: Okay. Wait. You are thinking ... you will graduate from college in about one year.

Rebecca: Well, yeah. That’s the plan. I told you, I’m a junior in college.

2. “Might” shows that the person thinks it is possible that the event will happen, but it is also possible that the event will NOT happen.

For example, Anna makes a guess that Rebecca might get a job writing the news.

Anna: Right. Um, wait. There’s more. You are thinking... you might get a job writing the news.

Rebecca: I MIGHT get a job writing the news? I MIGHT?! That means I might not. And I’m studying really hard.

Rebecca is angry because she plans to get a job writing the news.

Now you try it.

Listen:

Will you watch next week’s Learning English lesson?

Speak:

I _____ watch next week’s Learning English lesson. (might)

Present the Conversation

Tell students that the video will show Anna planning to go to a Halloween party. Say, “At Halloween parties, people wear costumes and pretend to be someone else.”

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 34

Listen:
There’s a Halloween party tonight. Are you going?

Speak:
I _____ go. I might _____ go. (might, not)

Listen:
What do you study?

Speak:
I study _____. (English)

Learning Strategy

Tell students that in today’s lesson, they will learn to make their best guess.

Give an example. Say, “For example, in the video, a young woman says that she is a student. Anna tells her that she will graduate soon. Anna is making her best guess based on what she knows about the young woman.”

Tell students they are going to practice some more.

Activity

Hand out the activity sheet at the end of the Resources section. (Page 11)

Ask students to form pairs. Tell students, “You should talk with your partner and make your best guesses about what they will do in the next five years.”

Ask students to write at least three sentences about their partner.

If time remains in class, select a few students to talk about what they wrote.

Pronunciation Practice

The Pronunciation Practice video teaches how English speakers use ‘might’ and ‘will’ when they have strong feelings.

Pronunciation Practice Video Script – Lesson 34

1. The word “might” is a modal verb. Modals help us talk about necessity or possibility.

A modal verb shows how a speaker feels about an action or event. Usually the modal verb does not get any special stress, or loudness in the sentence.

However, when the speakers has a strong positive or negative feeling, they say the modal louder.

2. For example, when Anna said the modal “might”, she did not use any stress. But when Rebecca said the modal “might,” she gives it a special stress. This shows she has strong feelings.

Anna: Right. Um, wait. There’s more... You are thinking... you might get a job writing the news.

Rebecca: I MIGHT get a job writing the news? I MIGHT?! That means I might not. And I’m studying really hard.

3. Now you try it.

Listen:

Will you talk to an English speaker this week?

Speak:

I _____ talk to an English speaker this week. (will/might)

4. Now use stress to show a strong feeling with either “will” or “might”

Listen:

Will your English be perfect by next month?

Speak:

My English _____ be perfect by next month. (will/might)

Career Game

Give students the Activity Sheet. Ask students to form groups. Tell the class: “Now we are going to play the career game. A career is a job you have for a long time.

We are going to practice using the modals ‘might’ and ‘will.’” Explain the game to students. Remind students to think about saying the words ‘might’ and ‘will’ as if they had strong

feelings – just like in the video.

Walk around the class and help students play the game. If time remains in class, students can change groups and play the game again.

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, "Halloween is very popular in the United States. Children trick-or-treat. They ask people for candy. Children and adults wear costumes and go to parties!"
2. Anna needs a costume for the party tonight. She says to Genie, "I might go. I might not go. I don't have a costume. Can you help me?"
3. Genie says, "Anna, be careful. Things might go wrong." To "go wrong" is an expression. It means to have a bad result.
4. Anna says, "Okay. Wait. You are thinking ... you will graduate from college in about one year."
5. After the woman questions Anna about her mind reading, Anna says, "Uh, no, you will! You WILL get a job writing the news."
6. The man says, "Well, today, I will ask my girlfriend to marry me."
7. Anna says, "Wait. Wait, you are thinking ... you might have a wedding very soon!"
8. Anna says to Genie, "I'm a rock star! You read my mind!"

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 think about your future?

Where might you live and work in five years?

What might happen in your life?

After writing, give student the chance to share what they have written by posting it on the classroom wall or reading it aloud.

Conversation

- Anna: Hello! Halloween is very popular in the United States.
- Anna: Children trick-or-treat. They ask people for candy. Children and adults wear costumes and go to parties!
- Anna: In fact, there is a Halloween party tonight. I need my friend, Genie. Genie!
- Anna: Hi!
- Genie: Hi, Anna! What do you need?
- Anna: Tonight, there is a Halloween party.
- Genie: I love Halloween! Are you going?
- Anna: I might go. I might not go. I don't have a costume. Can you help me?
- Genie: Dress as a genie!
- Anna: Great idea! I can do a genie trick like read minds!
- Genie: Anna, be careful. Things might go wrong.
- Anna: What can go wrong?
- Genie: Okay.
- Anna: Hey, look! I'm a genie! This is going to be fun!
- Genie: Remember, Anna. Be careful!
- Anna: Don't worry, Genie! I will!
- Rebecca: Excuse me, are you really a mind reader?
- Anna: I might be.
- Rebecca: Okay, tell me what I am thinking.
- Anna: Sure! First, what do you do?
- Rebecca: I study. I'm a junior in college.
- Anna: What do you study?
- Rebecca: I study journalism.
- Anna: Okay. Wait. You are thinking ... you will graduate from college in about one year.
- Rebecca: Well, yeah. That's the plan. I told you, I'm a junior in college.
- Anna: Right, um, wait. There's more. You are thinking ... you might get a job writing the news.
- Rebecca: I MIGHT get a job writing the news? I MIGHT! That means I might not. And I'm studying really hard.
- Anna: No, no, no, no. Uh, no, you will! You WILL get a job writing the news.
- Rebecca: I will?
- Anna: You will.
- Rebecca: I will. I think.
- Anna: 'Bye. Happy to help!
- Kaveh: Can you really read minds?
- Anna: I might.

Kaveh: Well, today, I will ask my girlfriend to marry me. What am I thinking?
Anna: Wait. Wait, you are thinking ... you might have a wedding very soon!
Kaveh: Might? MIGHT? She won't say "no," will she?
Anna: No, no! She WILL say "yes!"
Kaveh: I will have a wedding, won't I?
Anna: You will. You will!
Kaveh: Thanks. I think.
Anna: Good luck!
Anna: This is hard. Genie! Genie!
Genie: Anna, what's wrong?
Anna: I don't want to be a genie for Halloween. I might not go to the party.
Genie: Of course you will go. I have another costume for you!
Anna: I'm a rock star! You read my mind!
Genie: No. You told me you like rock music.
Anna: Oh, right. Well, I love it!
Genie: Have fun, Anna!
Anna: Thanks, Genie!!
Anna: I am ready for the Halloween party! But I am not going to read minds. I might play some rock music! Or I might not. Until next time ...

Key Words

candy - *n.* a sweet food made with sugar or chocolate

college - *n.* school that offers courses leading to a degree (such as a bachelor's degree or an associate's degree)

costume - *n.* the clothes that are worn by someone (such as an actor) who is trying to look like a different person or thing

dress - *v.* to put clothes on (yourself or someone else)

girlfriend - *n.* a woman with whom someone is having a romantic relationship

graduate - *v.* to earn a degree or diploma from a school, college, or university

Halloween - *n.* the night of October 31 when children dress up as ghosts, witches or monsters, and go to houses to ask for candy

journalism - *n.* the activity or job of collecting, writing, and editing news stories for newspapers, magazines, television, or radio

junior - *n.* US: a student in the third of four years in a high school or college

marry - *v.* to become the husband or wife of (someone) or to become joined with (someone) in marriage

might - *modal.* used to say that something is possible

mind - *n.* the part of a person that thinks, reasons, feels, and remembers

rock star - *n.* a person who plays a kind of popular music with a strong beat that is played on instruments that are made louder electronically

think - *v.* to form or have (a particular thought) in your mind

trick - *n.* something that causes confusion or that makes something seem different from what it actually is

trick-or-treat - *expression.* a custom on Halloween in which children knock on people's doors and say "trick or treat" when the doors are opened to ask for candy

wedding - *n.* a ceremony at which two people are married to each other

Quiz - Level 1, Lesson 34 - What Will I Do?

Listen. Circle the letter of the correct answer.

1. What does Anna say about Halloween?

- a. Adults and children wear costumes.
- b. Children trick-or-treat: they ask for candy.
- c. Halloween is very popular in the United States.
- d. Anna says all of these things about Halloween.

2. What does Anna need for tonight?

- a. A friend to go to the party with.
- b. A costume to wear to the party.
- c. A genie to create a party.
- d. A way to go to the party.

3. What does Genie say might happen?

- a. Anna's costume might look wrong.
- b. Genie might not have special powers.
- c. The costume might have bad results.
- d. Genie might not find the right dress.

4. What does Anna say that the woman is thinking?

- a. She will study at a new college in about one year.
- b. In about one year, she will graduate from college.
- c. She will meet a journalist in about one year.
- d. In about one year, she will study journalism.

5. What does Anna say to the woman?

- a. The woman might not get the right job.
- b. She might not get a job writing the news.
- c. The woman will get a job writing the news.
- d. She will study hard for a news job.

6. What does the man plan to do today?

- a. Tell Anna when his wedding will happen.
- b. Ask Anna for help about marriage.
- c. Tell his girlfriend that he will not marry her.
- d. Ask his girlfriend to marry him.

7. What does Anna tell the man?

- a. He might have a wedding very soon.
- b. His girlfriend will probably say no today.
- c. He might not ask his girlfriend to marry him.
- d. He will have a wedding, but not very soon.

8. What does Anna say to Genie?

- a. Genie loves rock music.
- b. This costume is better.
- c. Genie read Anna's mind.
- d. This costume rocks!

GAME INSTRUCTIONS

Together, you and up to three other friends place coins on the "Start" space. Take turns closing your eyes and touching the number pad below. The number you touch tells you how many spaces forward you move. Do what each space tells you to do. Then say at least one sentence about your future using the underlined phrase and the modals "might" and "will." Any player who passes a red space must stop moving and stay there until their next turn. Two players cannot have the same job. Any player who passes a green space should collect the salary from their job shown below. Write down how much money you collect or lose during the game. The winner is the player with the most money once all the players reach the space marked "Finish."

JOBS THAT DO REQUIRE A DEGREE



TEACHER PAYDAY \$400



ASTRONAUT PAYDAY \$500

1...2...
"Start working!" Okay. "I might start working as a plumber."



START

STUDY HARD



(move ahead 2 spaces)

START WORKING

(Choose a job that does not require a degree. Stay here for your next turn. Then follow the arrows.)

GO TO COLLEGE



FIND A PART-TIME JOB

(Collect \$100)



JOBS THAT DO NOT REQUIRE A DEGREE



WAITER PAYDAY \$200



PLUMBER PAYDAY \$300

My turn!
1...2...3...
"Go to college." Sure. "I will go to college some day."



PAYDAY

(Do not pass this space. Stay here for your next turn.)

PAYDAY

\$

TAKE A VACATION



(If you have any money, pay \$50)

BUY A CAR

(Pay \$100)



GET A JOB

(Choose a job. Players that stopped at the "Go to college" space before can choose one that requires a degree.)

QUIT SCHOOL

(Choose a job that does not require a degree. Then move to the next PAYDAY space.)

PAYDAY

\$

GET MARRIED

(Pay \$200)



LOSE MY JOB

(Take away half your money. Follow the arrow. Pick a different job from the one you had before.)

PAYDAY

\$

NUMBER PAD

1	2	3	1	2
2	4	1	4	1

BUY A HOUSE

(Pay \$400)



FINISH

STEP 1

Think about your life now and write a sentence after "This year."
Then think about your life in five years and write a sentence
using "might" or "will" after "Five years."

POSSIBLE LIFE EVENTS

marry

graduate

get a job

retire

have a baby

go back to school

quit work

travel abroad

This year: _____

Five years: _____

STEP 2

Talk with your partner.
Ask your partner what they are doing now.
Make your best guesses about what they will do in the next
five years.
Use the modal verbs "might" and "will."
Write three sentences about your partner.

You will graduate and you might get a job in another country.





LEVEL 1
LESSON 35
LET'S MAKE
DINNER!

Topics Foods Shopping Giving reasons for concern	Prepare Before Class Play foods Photos of foods Paper plates and cups
Learning Strategy Cooperate	Goals Grammar: partitives (measure words) with count and noncount nouns Speaking: using measure words, like “jar of” and “bag of.” Pronunciation: reduced form of the word “of” before measure words

Day 1

Introduce the Lesson Topic

Say, “Today we will learn about foods. We will learn about getting foods and planning meals with these foods.”

Ask students, “What kinds of foods do you like to eat?” Write down some of their answers on the board.

Tell students, “When people work together to cook food, they are cooperating. You can cooperate with people in many other ways. You can even cooperate to help your own language study.”

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 noncount nouns – nouns that are too small or too difficult to count. Examples include peanut butter and rice.

Speaking Practice Script – Lesson 35

1. To talk about noncount nouns in English, we need to use another word, called a “measure word.”

In this lesson, you hear Anna and Marsha use measure words to talk about food.

Marsha: Let me see. You bought a bunch of bananas, a box of pancake mix, a bag of coffee ... Anna, this is all wrong!

2. Now you try it.

Use a measure word for these foods: peanut butter (jar) and bread (loaf)

Listen:

What did you buy?

Speak:

I bought a ____ of peanut butter and a ____ of bread. (jar, loaf)

Day 2

Present the Conversation

Tell students that the video will show Anna and Marsha planning a dinner party. Anna comes home from the store with some unusual foods for dinner.

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 35

1. Listen

Yes, I will.

Speak:

Yes, _____. (I will)

2. Listen

No, I won't.

Speak:

No, _____. (I won't)

3. Listen:

This is all wrong!

Speak:

This is _____! (all wrong)

4. Listen:

What do you mean, wrong?

Speak:

What do you _____, wrong? (mean)

Learning Strategy

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

Give an example. Say, "At the beginning of the lesson Anna says, 'Well, she is cooking. I am doing the shopping.'"

Say, "Anna and Marsha are working together to get ready for the party. In English, we call working together cooperating. You can use this strategy in learning, too. When you practice speaking English with a friend, you are cooperating."

Activity 1

Give students the first and third pages of the Activity Sheet. Pronounce the names of the foods on the third page and explain if students are not familiar with them. Ask students to form pairs.

Tell the class: "Practice the conversation shown on the sheet, but make sure that your partner uses the correct measure word for the food they ask about."

Say, "For example, if a student asks for a jar of tomatoes, the partner should cooperate and help them by pointing out that the correct measure word is a bunch of tomatoes (on the vine) or a jar of tomato sauce."

Tell students, "Cooperating means working together in a friendly way. So if your partner makes a mistake, tell them the correct word softly so others around you are not aware of your partner's mistake."

Day 3

Pronunciation Practice

The Pronunciation Practice video teaches about the reduced pronunciation of the word "of" before measure words.

Pronunciation Practice Video Script – Lesson 35

1. In Lesson 16 you heard Anna pronounce “a couple of” as “a couple-a.”

Anna: Hello! I am Anna Matteo from The News. Do you have time to answer a couple of question?

2. In this lesson, you hear Anna use the same pronunciation with measure words.

For example, “I bought a jar of peanut butter” sounds like “jar-/ə/ peanut butter.”

3. Remember, the schwa symbol “ə” sounds like “uh.” We will write it like this to show it is a sound and not a letter: /ə/

Anna: What do you mean wrong? I bought a jar of peanut butter and a loaf of bread ... no, wait ... two loaves of bread.

4. Now you try it. When you answer, use “/ə/” to pronounce the word “of.”

Listen:

What is in the bag?

Speak:

I have a ____ __ bananas,

A _____ pancake mix, and a _____ coffee. (bunch /ə/, box /ə/, bag /ə/)

Activity 2

Give students the second page of the Activity Sheet.

Ask students to form pairs.

Tell the class: “We will practice pronouncing measure words.”

Ask students to work together to write out items on the grocery list and then practice pronouncing the schwa (/ə/) sound, just like in the video.

If any time remains at the end of class, ask several students to practice the conversation in front of the 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, "In fact, tonight Marsha and I are cooking for friends."
2. Marsha says, "Anna, please buy all the ingredients on the list."
3. Anna says, "I love shopping! And, I did not spend too much money. Oh, no! But I did spend too much time! I have to return home now!"
4. Marsha says, "Let me see. You bought a bunch of bananas, a box of pancake mix, a bag of coffee ... Anna, this is all wrong!"
5. Marsha says, "Anna, these are the wrong ingredients."
6. Marsha says "I said take the shopping list on the refrigerator ... for dinner!"
7. Anna wants Marsha to trust her to fix the problem of having the wrong ingredients for dinner.

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:

Do you like shopping for food?

What do you like to make for a dinner with guests?

If time allows have students act out a dinner party using paper plates, cups and toy foods or the photos of foods prepared before class.

Conversation

- Anna: Hi there! Washington, D.C. has many fun places to eat. But, sometimes it's more fun to cook. In fact, tonight Marsha and I are cooking for friends. Well, she is cooking. I am doing the shopping.
(phone rings) It's Marsha. Hi, Marsha.
- Marsha: Hi, Anna. Do you have the shopping list?
- Anna: Yes, I told you: I have the shopping list. Can you hear it?
- Marsha: Okay, good. I hear the list. Anna, please buy all the ingredients on the list.
- Anna: Yes, Marsha, I will.
- Marsha: And do not spend too much time shopping.
- Anna: No, Marsha, I won't. See you later.
- Anna: Sometimes, Marsha worries too much. I love shopping! And, I did not spend too much money. Oh, no! But I did spend too much time! I have to return home now!
- Marsha: Anna, what took you so long? Our guests will be here soon!
- Anna: Don't worry, Marsha. I bought everything on the list.
- Marsha: Let me see. You bought a bunch of bananas, a box of pancake mix, a bag of coffee ... Anna, this is all wrong!
- Anna: What do you mean wrong? I bought a jar of peanut butter and a loaf of bread ... no, wait ... two loaves of bread.
- Marsha: Anna, these are the wrong ingredients!
- Anna: These ingredients are all on the list! I took this list from the counter.
- Marsha: Anna, this is the shopping list for breakfast. I said, take the shopping list - on the refrigerator - for dinner!
- Anna: Marsha, there was no shopping list - on the refrigerator - for dinner!
- Marsha: Oh no! It's on the floor!!
- Anna/Marsha: Ahh!!! Ahh!!!
- Marsha: What are we going to do?
- Anna: When do our guests arrive?
- Marsha: They arrive in 30 minutes!
- Anna: I can fix this. Do you trust me?
- Marsha: Do I have to?
- Anna: Yes.

(The story continues next week)

Key Words

banana - *n.* a long curved fruit with a thick peel that is yellow when it is ripe

bought - *v.* past tense of buy: to get (something) by paying money for it

box - *n.* a container that is made of a hard material (such as wood, metal, or cardboard) and that usually has four straight sides

bread - *n.* a baked food made from a mixture of flour and water

bunch - *n.* a group of things of the same kind that are held or tied together or that grow together

counter - *n.* a long, flat surface on which food is prepared in a kitchen

floor - *n.* the part of a room on which you stand

ingredient - *n.* one of the things that are used to make a food or product

jar - *n.* a glass container that has a wide opening and usually a lid

loaf - *n.* an amount of bread that has been baked in a long, round, or square shape (plural: loaves)

mix - *n.* a dry mixture of ingredients that is sold in one package and used for making something (such as a type of food)

pancake - *n.* a thin, flat, round cake that is made by cooking batter on both sides in a frying pan or on a hot surface

peanut butter - *n.* a creamy food made from peanuts

shopping list - *n.* a list of things to be bought at a shop or store

told - *v.* past tense of tell: to give information to (someone) by speaking or writing

trust - *v.* to believe that someone or something is reliable, good, honest, or effective

Quiz - Level 1, Lesson 35 - Let's Make Dinner!

Listen. Circle the letter of the correct answer.

1. What does Anna say about this evening?

- a. Anna and her friends will eat dinner in a restaurant.
- b. Marsha wants to go shopping with Anna.
- c. She and Marsha are cooking dinner for some friends.
- d. Anna is cleaning the house with Marsha.

5. What is wrong with the food in the bag?

- a. There are too many loaves of bread.
- b. They are the wrong ingredients for dinner.
- c. Anna bought too much peanut butter.
- d. Their guests cannot eat these ingredients.

2. What does Marsha want Anna to do?

- a. Meet her at the market to go shopping
- b. Tell her what is on the shopping list
- c. Buy all the ingredients on the shopping list
- d. Spend lots of time shopping for food

6. Where did Marsha put the shopping list for dinner?

- a. Marsha put it on the kitchen table.
- b. She said it was near the refrigerator.
- c. Marsha put it on the counter.
- d. She said it was on the refrigerator.

3. What does Anna say about shopping?

- a. She spent too much time.
- b. Marsha gave her some money.
- c. She did not have enough money.
- d. Marsha called to change the list.

7. What does Anna want Marsha to trust her to do?

- a. Find the right shopping list for dinner
- b. Return the wrong ingredients to the market
- c. Tell the guests not to come for dinner
- d. Fix the problem of having the wrong ingredients

4. What does Marsha say to Anna?

- a. Anna went to the wrong store.
- b. The food will take too long to cook.
- c. The food cost too much money.
- d. Anna bought the wrong foods.

STEP 1

Write all the ingredients you will need for your three meals on the grocery list below. Find the measure word in the box below.
Take note if you see an ingredient in more than one meal.
That means you will have to buy a larger amount of that ingredient.

STUDENT A



PANCAKES

eggs
flour
milk
syrup



SALAD

lettuce
tomato
carrots
mushrooms



HAMBURGER

buns
beef
tomato
lettuce

GROCERY LIST	PRICE	GROCERY LIST	PRICE
bunch of tomatoes	\$5.50		

TOTAL COST OF GROCERY LIST

STEP 2

Now pretend your partner is a clerk at a grocery store. Ask them if their store has the items on your list. Then ask them for the price of each item on your list. Make sure if you are asking for a larger amount that you ask for the price of the food using a measure word. Next, pretend you are a store clerk. Match the measure word with the items in your store. Then answer your partner's questions.

STUDENT A

Prices for your store

MEASURE	FOOD	PRICE
dozen	bread	\$4.75
bottle of	olive oil	\$9
block of	cheese	\$6
loaf of	lettuce	\$3.50
head of	eggs	\$5
package of	bacon	\$7
box of	tomato sauce	\$5.50
jar of	milk	\$4
carton of	noodles	\$3
shaker of	salt	\$2.25



Do you have any tomatoes?

How much for a bunch of tomatoes?

I have bunches of tomatoes.

Five dollars and fifty cents.



STEP 1

Write all the ingredients you will need for your three meals on the grocery list below. Find the measure word in the box below.
Take note if you see an ingredient in more than one meal. That means you will have to buy a larger amount of that ingredient.

STUDENT B



SCAMBLED EGGS

eggs

milk

cheese

salt



SANDWICH

bread

bacon

cheese

lettuce



PASTA

noodles

tomato sauce

salt

olive oil

GROCERY LIST	PRICE	GROCERY LIST	PRICE
block of cheese	\$6		

TOTAL COST OF GROCERY LIST

STEP 2

Now pretend your partner is a clerk at a grocery store. Ask them if their store has the items on your list. Then ask them for the price of each item on your list. Make sure if you are asking for a larger amount that you ask for the price of the food using a measure word. Next, pretend you are a store clerk. Match the measure word with the items in your store. Then answer your partner's questions.

STUDENT B

Prices for your store

MEASURE	FOOD	PRICE
dozen	flour 	\$4.75
bottle of	syrup 	\$7
box of	mushrooms 	\$5
bag of	lettuce 	\$3.50
head of	eggs 	\$6
package of	beef 	\$9
bag of	tomatoes 	\$5.50
bunch of	milk 	\$4
carton of	buns 	\$3
bag of	carrots 	\$2.25



Do you have any cheese?

How much for a block of cheese?

I have blocks of cheese.

Six dollars.





LEVEL 1
LESSON 36
I CAN FIX THIS!

Topics Locations Objects in the Kitchen	Prepare Before Class Common object (paper or pencil)
Learning Strategy Substitute	Goals Grammar: Prepositions Speaking: Prepositions of location Pronunciation: Compound nouns

Day 1

Introduce the Lesson Topic

Tell students, “Today we will learn how to talk about where objects are located.”

Ask students, “Have you ever looked for something in the kitchen? What did you look for? Where did you look for it?”

Give students a chance to answer. Answers may include “I looked for spices in a drawer,” or “I looked for sweets in the cupboard.”

Tell them they are going to learn how to talk about these things 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

After the key words, the video teaches about prepositions of location.

Speaking Practice Script – Lesson 36

1. Prepositions of location show where something is in relation to something else.

In this lesson you hear Anna and Marsha using prepositions “in” and “inside.”

Anna: I just need a couple of ingredients.

Marsha, please hand me the flour.

Marsha: Anna, where is the flour? It's not in the cabinets.

Anna: I put the flour inside the refrigerator.

In and inside have almost the same meaning.

“Inside” means within something.

“Under” means below something.

2. You can use more than one preposition to tell where something is.

For example, Anna tells Marsha that the eggs are inside a cabinet that is under the sink.

Anna: The eggs are inside the cabinet under the sink.

Now you try it. Answer the question:

Listen:

Where are the bananas?

Speak:

The bananas are ____ the pancakes.

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

Place an object (such as a pencil or paper) under another object (such as a book.) Ask students, “Where is the ____? (pencil, paper).” Give students a chance to answer.

Ask one student to place an object somewhere in the room. Encourage students to use more than one preposition to tell where the object is. Work together as a class to come up with many examples.

Present the Conversation

Tell students that the video will show Anna and Marsha cooking food for friends. They are coming in thirty minutes.

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 36

1. Listen:
Where are the eggs?

Speak:
_____ the eggs? (where are)

4. Listen:
Hey, this tastes good!

Speak:
Hey, this _____ good! (tastes)

2. Listen:
The eggs are inside the cabinet under the sink.

Speak: The eggs are _____ the cabinet _____ the sink. (inside, under)

5. Listen:
You made it work!

Speak:
You _____ it _____! (made, work)

3. Listen:
What are you going to make with these ingredients?

Speak:
What are you going to make with these _____? (ingredients)

Pronunciation Practice

The Pronunciation Practice video teaches about the pronunciation of compound nouns like pancake mix, shopping list, and peanut butter.

Pronunciation Practice Video Script – Lesson 36

1. Intonation and Compound Nouns

In last week's lesson, Anna and Marsha talked about shopping and making dinner. They use several compound nouns.

It helps English learners to learn the stress or intonation of these nouns. Notice the stress pattern in the compound noun "shopping list."

Marsha: Hi, Anna. Do you have the shopping list?

We can write it like this to show the first sound is a little louder. **Shopping** list

Some food names are compound nouns, or nouns that have two or more words.

Marsha: Let me see. You bought a bunch of bananas, a box of pancake mix, a bag of coffee... Anna, this is all wrong!

Anna: What do you mean wrong? I bought a jar of peanut butter and a loaf of bread ... no, wait ... two loaves of bread.

Now you try it.

Say these compound nouns and put more stress on the first part of the first word.

Pancake Mix (*Pancake* Mix)

Peanut butter (*Peanut* butter)

2. In this lesson, Anna puts some words together to talk about her dinner.

Marsha: You made breakfast.

Anna: Yes! I call it let's-eat-breakfast-for-dinner dinner!

In writing, we can use hyphens to connect the words that modify a noun.

In this sentence, the two words that get extra stress are "breakfast" and the second "dinner."

We can write it like this:

Yes! I call it let's-eat-**breakfast** -for-dinner **dinner!**

The stress pattern shows that these are the two most important words of the compound noun.

Now you try it.

Say this sentence with a compound noun.

I used my credit card to buy everything on my shopping list, then I got an ice cream cone.

I used my **credit** card to buy everything on my **shopping** list, then I got an ice cream cone.

Day 3

Learning Strategy

Tell students that in today's lesson, they will learn to substitute. That means using one thing instead of another.

Give an example. Say, "In this lesson, after Anna makes pancakes for dinner, she says, "Yes! I call it let's-eat-breakfast-for-dinner dinner!" She substitutes a breakfast food for a dinner food.

Give the Activity Sheet to students. Instruct students to practice the conversation shown on the sheet. Ask them to use gestures to show the location of the food relative to the objects in the kitchen.

Tell students, "We are practicing substituting to help you use it more easily with some harder words. When your partner understands the message from your words and gestures, you are doing the job of communicating with what you know."

Have students form pairs and do the activity. As students practice, remind them to substitute and help each other use the prepositions of location.

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, "See, it says 'put in a cold, dry place.'"
2. Anna says, "On the farm, we always put the eggs there... how else can the chickens see them?"
3. Anna says, "You clean the living room... I will make dinner."
4. Marsha says, "What are you going to make with these ingredients?"
5. Marsha says, "Okay, the apartment is clean. The kitchen is not. What are you cooking?"

Anna says, "I made my favorite recipe: peanut-butter-banana pancakes!"

Marsha says, "You made breakfast."

6. Marsha says, "You made breakfast."

Anna says, "Yes! I call it let's-eat-breakfast-for-dinner dinner!"

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 is your favorite recipe?

Is it an easy food to cook? Write how to make it.

If there is a variety of recipes, suggest putting them together to make a class recipe book.

Resources

Conversation

- Anna: Last time on Let's Learn English, Marsha and I invited friends to a dinner party but I shopped with the wrong list. Guests are coming soon. Marsha is worried but I have a plan. Let's see what it is.
- Anna: I just need a couple of ingredients. Marsha, please hand me the flour.
- Marsha: Anna, where is the flour? It's not in the cabinets.
- Anna: I put the flour inside the refrigerator.
- Marsha: Why?
- Anna: It's cold and dry in the refrigerator. See, it says: "Put in a cold, dry place." Okay, now, Marsha, please hand me the eggs.
- Marsha: Anna, where are the eggs?
- Anna: The eggs are inside the cabinet under the sink.
- Marsha: Anna, why are the eggs in here?
- Anna: On the farm, we always put the eggs there. How else can the chickens see them? Okay. You clean the living room. I will make dinner.
- Marsha: What are you going to make with these ingredients?
- Anna: I have a plan.
- Marsha: Okay, the apartment is clean. The kitchen is not. What are you cooking?
- Anna: I made my favorite recipe: peanut-butter-banana pancakes!
- Marsha: You made breakfast.
- Anna: Yes! I call it let's-eat-breakfast-for-dinner dinner!
- Marsha: Anna! Mmm! Hey, this tastes good! Anna, you made it work!
- Anna: That's our guests!
- Marsha: I'll answer the door.
- Anna: I'll finish here.
- Anna: Like I said, sometimes Marsha worries too much. When something goes wrong with your plan, just change the plan! Till next time!

Key Words

breakfast - *n.* the first meal of the day

cabinet - *n.* a piece of furniture that is used for storing things and usually has doors and shelves

dry - *adj.* having no or very little water or liquid

egg - *n.* a hard-shelled oval thing from which a young bird is born

flour - *n.* powder made from a grain (especially wheat) that is used in cooking for making bread or cakes

inside - *p.* in or into the inner part of (something or someone)

recipe - *n.* a set of instructions for making food

refrigerator - *n.* a device or room that is used to keep things (such as food and drinks) cold

sink - *n.* a wide bowl that has a faucet for water and a drain at the bottom and is usually positioned in a counter

taste - *v.* to have a particular flavor

under - *p.* in or to a lower place than (something)

Quiz - Level 1, Lesson 36 - I Can Fix This!

Listen. Circle the letter of the correct answer.

1. Why did Anna put the flour in the refrigerator?

- a. There was no room in the cabinets.
- b. She wants to keep it warm.
- c. The bag says to keep in a cold, dry place.
- d. She thinks the flour is too old.

4. How does Marsha ask what Anna is going to make?

- a. Where are you planning to do with the ingredients?
- b. What are you cooking for dinner with these things?
- c. What are you going to make with these ingredients?
- d. How are you going to make something for dinner?

2. Why did Anna put the eggs under the sink?

- a. They always did that on the farm.
- b. So the chickens can keep them warm.
- c. There is no room in the refrigerator.
- d. So no one can see them.

5. What makes Marsha angry?

- a. Marsha thinks Anna is not done.
- b. Anna made her favorite recipe.
- c. Marsha cannot clean the kitchen.
- d. Anna made breakfast, not dinner.

3. What strategy are Anna and Marsha using when Anna offers to make dinner while Marsha cleans the living room?

- a. Summarize
- b. Cooperate
- c. Self-Talk
- d. Substitution

6. What strategy did Anna use in this lesson?

- a. Predict
- b. Substitute
- c. Personalize
- d. Summarize

Write the numbers of the furniture and the letters of the food items from the pictures of the two kitchens below next to the correct names. Next, draw a picture of your kitchen in the blank space below. Then write several sentences using prepositions to describe all three kitchens. Read your sentences to two friends and let them try to guess which kitchen you are describing with each one. Then listen to their sentences and try to guess which they are describing. The first to guess correctly each time wins!

PREPOSITIONS

in

under

next to

on top of

above

inside

KITCHEN A



KITCHEN B



The carrots are in the sink.

- FURNITURE**
- sink
 - refrigerator
 - cabinet
 - stove

YOUR KITCHEN

- FOOD**
- eggs
 - flour
 - carrots
 - soup

The carrots are in the sink.

You are describing kitchen A!

Correct! You win!



LEVEL 1
LESSON 37
LET'S AGREE TO
DISAGREE

Topics Exchanging opinions Agreement and disagreement Comparing things, places, & people	Prepare Before Class Pronouns guide Small objects or playing cards
Learning Strategy Personalize	Goals Grammar: Possessive pronouns Speaking: Giving a reason for your opinion Pronunciation: Pronouncing possessive pronouns

Day 1

Introduce the Lesson Topic

Say “Today, we will learn how to say our opinions and give a reason for how we feel.”

Ask students, “Where do you live? Is it in a city or is it outside of the city?” Give students a chance to respond. Explain that Americans call places that are far from cities “the country.”

Now, ask students to think about which they like better: the city or the country. Tell them to tell the person sitting next to them and to give a few reasons.

Say, “In this lesson, we will compare living in two places: the city and the country. We will hear different opinions about which is a better place to live.”

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 how to give a reason when you say your opinions.

Speaking Practice Video Script – Lesson 37

1. In this lesson, you hear Anna and Phil talking about the city and the country. Anna disagrees with Phil about city.

When giving your opinion in English, you should give a reason for your opinion.

Listen to Anna explain her opinion.

Phil: The city is not beautiful. It's noisy and dirty.

Anna: I disagree. I think all the different buildings are beautiful. And I like to watch all the different people.

2. What is your opinion? Answer the question with a reason.

Listen:

Do you like living in the city or in the country?

Speak:

I like living in the ___ because it has more ___. (city, culture)

Speak:

I like living in the ___ because it has more ___. (country, nature)

Present the Conversation

Tell students that the video will show Anna meeting a new friend. He likes the country and she likes the city.

Main Video Script – Lesson 37

1. Listen:
Is this bag yours?

Speak:
No. It's not ___. It might be ___. (mine, hers)

2. Listen:
I agree. There is more culture in the city.

Speak:
I ___. There is more ___ in the city. (agree, culture)

Pronunciation Practice

The Pronunciation Practice video teaches about possessive pronouns.

Pronunciation Practice Video Script – Lesson 37

1. Possessive pronouns

The possessive pronouns in this lesson sound like the possessive adjectives. The difference is the sound at the end. So, to say them clearly, say the last sound carefully.

Listen:

my - mine

Speak

my - ____ (mine)

Listen:

your - yours

Speak:

your - ____ (yours)

Anna: Excuse me. Is this bag yours?

Dr. Jill: No. It's not mine. It might be hers.

Anna: Thank you.

Anna: Excuse me. Is this bag yours?

Sarah: No. It's not mine. It might be his.

Anna: Thank you.

Anna: Hello. Is this bag yours?

Phil: Yes, that's mine.

Listen:

her - hers

Speak:

her - ____ (hers)

Listen:

our - ours

Speak:

our - ____ (ours)

Possessive Pronouns

Say, "In this lesson, Anna meets someone who is from the country. He lost his bag. Did you ever lose a bag?" Give students a chance to respond. Say, "Anna asks 'Is this yours?' She is using a special kind of pronoun. We call it a possessive pronoun. Let's practice saying the ones in this lesson." Write these words on the board: mine, yours, hers, his, ours, yours, and theirs.

Say, "Let's practice these words." Ask four students to the front of the class to show the activity. Give the group four objects. Ask each student to carefully look at their object and then put all of the objects on a desk or table. Pick up one of the objects and ask a student: "Is this yours?"

Tell the student to answer with a possessive pronoun: “Yes, it’s mine,” or “No, it’s hers/his.”

Then ask a student to pick up two objects and ask another student, “Are these yours?” Thank the students and let them return to their seats for the group activity.

Have students form groups of four. Give four of the small objects to each group. Each student chooses one object.

Say, “Look at your object carefully so you remember it. Look at what each person in your group is holding. Now, put all of the objects on one desk or table. Take turns. Pick up one or two objects. Ask one of your group members, “Is this yours?” or “Are these theirs?” or “Are these yours?” If it’s yours, say, “Yes, it’s mine.” Or say, “No, it’s his/hers.” Keep going until each person has picked up an object and asked a question.

After the activity, ask students, “Was it easy to remember your objects? Why?” Give students a chance to respond. Continue, “It is easier to remember things that we connect to ourselves.”

Day 3

Learning Strategy

Say, “As I said, it is easier to remember things that we connect to ourselves. We call this learning strategy Personalize. We think of the things we know, what we experienced, and what we like. It can be very helpful when we are learning new things in English. We will practice this today in our lesson.”

Give students copies of the Activity Sheet. Ask two students to come to the front to model the activity. Tell students to use the sample conversation.

What is your favorite city?

Mine is Washington, D.C.

Why?

Because I love museums.

Ask students, “How about your favorite city or town? Is it the same as his or hers?”

Find two students who have the same favorite city. Write the sentence on the board:

Theirs is (name of city) because....

Show the class how to complete the second part of the Activity Sheet, where students

write “ ____ is theirs because ____” Then ask other students who have different favorite cities. Show how to write “ ____ is hers/his because _____”

Tell students, “When we think about the things we like, and tell others the reasons for our opinions, we are Personalizing. Now, let’s practice some more.”

Have students form pairs and do the activity. As students practice, remind them to personalize and remind each other to give reasons for their opinions.

When students have finished, have several students share their conversations and talk about any questions that come up.

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 she misses the country, but she likes living in the city.
2. Dr. Jill says, “It might be hers.”
3. Phil says, “Yes, that’s mine. Thanks! These are all my travel things. Thank you, thank you!”
4. Anna says, “The city is exciting! It has more culture than the country. There are many museums and restaurants. Every night, there’s theater and music.”
5. Phil says: “But the country has more nature! It’s peaceful and beautiful. There are more trees and mountains. The air is clean. You can go hiking and camping.”
6. Phil says, “Here, no one says ‘hello.’ I think city people are rude.”
7. Anna says, “Let’s say ‘hello!’ to people, to many people!... Well, if we say ‘hello,’ maybe they will say ‘hello’ to other people...”

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. Write the writing topic on the board:

What is the best place to live? Write about where you live now or where you want to live. Be sure to give a few reasons.

Give students time to write. Then, ask a few volunteers to share their writings with the class. Or, put the papers on walls around the room and have students walk around the room to read the writings.

(If students prefer, they do not need to put their names on the papers.)

Conversation

- Anna: You know, I am from the country and sometimes I miss it. But I really like life in the city! I love the city. Oh, look. Someone lost a bag. Maybe it's theirs. Excuse me. Is this bag yours?
- Dr. Jill: No. It's not mine. It might be hers.
- Anna: Excuse me. Is this bag yours?
- Sarah: No. It's not mine. It might be his.
- Anna: Thank you. Hello. Is this bag yours?
- Phil: Yes, that's mine. These are all my travel things. Thank you, thank you!
- Anna: Are you okay? You seem ... nervous.
- Phil: Well, this is my first visit to Washington, D.C. I'm from a small town in the country. I feel a little lost.
- Anna: I am from the country too! And I understand. When I first came here, I felt lost ... all the time.
- Phil: So, do you like living in the country or in the city?
- Anna: I like to live in the city.
- Phil: Why?
- Anna: The city is exciting! It has more culture than the country. There are many museums and restaurants. Every night, there is theater and music. And, there are more jobs. That is why I'm here.
- Phil: Well, I agree. There is more culture in the city and there might be more jobs. But the country has more nature! It's peaceful and beautiful. There are more trees and mountains. The air is clean. You can go hiking and camping. The city is not beautiful. It's noisy and dirty.
- Anna: I disagree. I think all the different buildings are beautiful. And I like to watch all the different people.
- Phil: That's another thing that is different. People in the country are friendly. They always say "hello!" Here, no one says "hello." I think city people are rude.
- Anna: Well, I agree. Country people are friendly. But I don't think city people are rude. I think they're just busy.
- Phil: That's a good point.
- Anna: Look at me. I live in the city and I said "hello" to you.
- Phil: But you are from the country.
- Anna: I have an idea. Let's say "hello!" to people -- to many people!
- Phil: What? Why?
- Anna: Well, if we say "hello," maybe they will say "hello" to other people ... Hello!
- Phil: ... and they will say "hello" to more people! That's a great idea! I'm glad you found my bag.

Anna: Come on. Let's go say "hello" to people.

Anna: We don't have to agree with people. They have their opinions. We have ours. And as we like to say, you can always agree to disagree! Until next time...! Hello!

Key Words

agree - *v.* to have the same opinion

dirty - *adj.* not clean

disagree - *v.* to have a different opinion

friendly - *adj.* acting like a friend or kind and helpful

nature - *n.* the physical world and everything in it that is not made by people

noisy - *adj.* making a lot of loud or unpleasant noise

opinion - *n.* a belief, judgment, or way of thinking about something

peaceful - *adj.* quiet and calm or without noise

rude - *adj.* not polite

Quiz - Level 1, Lesson 37 - Let's Agree to Disagree

Listen. Circle the letter of the correct answer.

1. What does Anna say about the city and country?

- a. Anna is moving to the country.
- b. She likes to visit the city.
- c. Anna wants to go to the city soon.
- d. She misses life in the country

4. What does Anna say about the city?

- a. The city is an exciting place to live.
- b. There are more theater and music jobs.
- c. There is too much excitement in the city.
- d. The restaurants and museums are better.

2. What does Dr. Jill say to Anna?

- a. I saw her with your bag.
- b. It might be hers.
- c. It is mine.
- d. Is this bag yours?

5. What does Phil say about the country?

- a. There is more culture.
- b. It has more nature.
- c. There are more jobs.
- d. It has noise and dirt.

3. What does Phil say to Anna?

- a. Please give me my travel things.
- b. Where did you find my travel things?
- c. These are all my travel things.
- d. Are these all my travel things?

6. What does Phil think about city people?

- a. He thinks that they are noisy.
- b. Phil thinks that they are friendly.
- c. Phil thinks that they are rude.
- d. He thinks that they are busy.

STEP 1

Ask two friends their opinions about their favorite city, movie, food, season and book. Then ask why they like those things. Write down their answers. Then let them ask you.

FRIEND A	
 FAVORITE CITY	Washington, D.C. is his because he loves museums.
 FAVORITE MOVIE	
 FAVORITE FOOD	
 FAVORITE SEASON	
 FAVORITE BOOK	

FRIEND B	
 FAVORITE CITY	
 FAVORITE MOVIE	
 FAVORITE FOOD	
 FAVORITE SEASON	
 FAVORITE BOOK	

What is your favorite city?

Why?

Mine is Washington, D.C.

Because I love museums.



STEP 2

Now ask other people about their favorite things.
Ask as many people as you can. When you find the people that match the descriptions below, write their names and sentence about them using the correct possessive pronouns.

POSSESSIVE PRONOUNS

theirs

his

ours

yours

hers

FIND THESE PEOPLE

NAME(S)

EXAMPLE SENTENCE

Two people with the same favorite book

Fred and Sally

'Moby Dick' is theirs because they like the ocean.

At least one other person with the same favorite movie as you

Someone with a favorite season that is different from you

A female friend with a favorite city that is different from you

A male friend with a favorite food that is different from you



What is your favorite book?
And what is yours?
Why?



Mine is also Moby Dick.

Mine is Moby Dick.

Because we love the ocean.





LEVEL 1
LESSON 38
SHE'S MY BEST FRIEND!

Topics Describing people, places, & things Reporting details Identifying positive & negative personal qualities	Prepare Before Class Image sheet of Christmas sweaters
Learning Strategy Evaluate	Goals Grammar and Speaking: Superlative adjectives Speaking: Superlative adjectives Pronunciation: Pronouncing superlative adjectives

Day 1

Introduce the Lesson Topic

Begin with, “Imagine you have a friend who moved to another place. You have not seen your friend for a long time. Now, you are talking to them and want to tell them about your life and other friends. What will you tell them? Think about it and then turn to your neighbor and say one or two sentences about your friends or your life.”

Give students time to do this. Then, ask several students to share their responses.

Say, “Today, we will learn about Anna’s friend Penelope. Anna will tell Penelope about her other friends and life in the city.”

Teach Key Words

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

Stop the Speaking Practice video after the key words. Save the second part of the video (on superlative adjectives) for use later.

Present the Conversation

The video shows Anna getting a visit from her best friend. 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 38

1. Listen:

I can't wait to catch up with her!

Speak:

I can't wait to ___up ___her!

2. Listen:

Is your roommate nice?

Speak:

Is your roommate___?

3. Listen:

She is the nicest person I know in this city.

Speak:

She is ___ ___person I know in this city.

Day 2

Pronunciation Practice

The Pronunciation Practice video teaches about saying superlative adjectives louder.

Pronunciation Practice Video Script – Lesson 38

1. In sentences with superlative adjectives, we often put more stress on the adjective or say it louder. For example, when Anna talks about Jonathan and Ashley, she says, "They are the friendliest people I know."

She says the word "friendliest" louder than the other words. (Anna: Um-hum. Jonathan and Ashley are two other good friends of mine. In the city, they are the friendliest people I know. They always help me when I need it.

Now, you try it. Repeat what Anna says about her friend Marsha. Put stress on the adjective. Speak:
Marsha is the nicest person I know in this city.

Now, tell us about one of your friends. Use one of the superlative adjectives from this lesson, such as silliest, nicest, friendliest, messiest or luckiest.

Be sure to say the adjective louder than the other words. Speak:
___ is the ___ person I know.

Speaking Practice

The speaking practice video teaches more about making superlative adjectives.

Speaking Practice Video Script – Lesson 38

1. In Lessons 30 and 31, you learned how to use the superlative form of adjectives. In this lesson, you hear Anna using superlative adjectives to tell Penelope about her friends and life in Washington, D.C.

Anna: Jonathan and Ashley are two other good friends of mine. In the city, they are the friendliest people I know. They always help me when I need it.

Notice that the spelling of some adjectives when we use the superlative form. For example, “messy” becomes “messiest.” When a two-syllable adjective ends in -y, we change the -y to and -iest to make the superlative.

Notice that Anna uses the word “the” before “nicest” and “messiest.” Before superlative adjectives, we usually use the word “the” unless the adjective does not come before the noun.

Now, you try it. Answer this question with the superlative form: Are Let’s Learn English lessons easy?

Speak:
Yes, they are ____ lessons. (the easiest)

Speak:
No, they are not ____ English lessons. (the easiest)

Sometimes, superlative adjectives do not end in -est. In this lesson, you hear Anna talking about Penelope. The superlative that Anna uses to describe Penelope is “the most famous.”

Anna: I didn’t forget. You are the most famous turkey farmer I know!

The word “famous” has two syllables. With adjectives that are two or more syllables and end in -y, we do not add -est to make the superlative. Instead, we add the words “the most” before the adjective. For example, “famous” becomes “the most famous.”

Answer this question with the superlative form: Are Let’s Learn English lessons helpful?

Speak:
Yes, they are ____ English lessons. (the most helpful)

Speak:
No, they are not ____ English lessons. (the most helpful)
(end of script)

Practice Activity

Say, “Yesterday, we learned a lot about superlative adjectives. Let’s practice them some more.”

Give half of the class copies of the images of Christmas sweaters. Then, ask those people to find a partner.

Explain, “In the United States, Christmas sweaters are popular around the Christmas holiday. Some people think they are ugly. Other people like them. Look at these photos. Pick the one you think is the prettiest and describe it to your partner. Tell them why you think it’s the prettiest.”

Continue, “Next, pick the one you think is the ugliest, describe it, and tell them why you think it’s the ugliest. For example: “The green sweater vest has too many pictures on it. I think it is the ugliest sweater.”

After the practice, have several students share how they described the sweaters.

For fun, tell students that they can also vote on the ugliest and prettiest sweaters.

Tell students that, when they talked about the sweaters, they used a strategy called evaluate.

Learning Strategy

Say, “There are often times when we have to say what we think about something, and explain why we have that opinion. We call this evaluating. When we evaluate, we may compare different things, or we may think of the value of one thing. This strategy can be very helpful in school work. Often teachers ask you to give your opinion or to compare things.”

Finish with, “Evaluating can help when we are learning about new things in English because we remember better when we connect new information to our own opinions. We will practice this strategy tomorrow in our lesson.”

Activity Sheet

Remind students that, yesterday, they began learning about the strategy Evaluate. Say, “Now, we will have some fun and practice!”

Give students copies of the Activity Sheet.

Explain, “Imagine that you are looking for an apartment for yourself or your family. Look at the apartments carefully. Then change the adjectives to superlatives and make sentences with them.”

Before students begin the activity, write the adjectives on the board and have students tell you the superlatives. As they say the superlative forms, write them on the board also.

adjective	superlative adjective
noisy	noisiest
expensive	the most expensive
close	closest
friendly	friendliest
cheap	cheapest
big	biggest
small	smallest
easy	easiest

Have students form pairs and do the activity. As they practice, remind them to ask their partner to give reasons for their opinions.

Tell students to do just the first part of the activity sheet (reading about Apartments A, B and C and then writing sentences about them). Ask a few students to share their sentences with the class.

Then, have students do the bottom part of the sheet -- writing which apartment is their favorite and why. Ask a few different students to share their sentences.

Remind students that they used the strategy Evaluate to give reasons for their choices and opinions.

Listening Quiz

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

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

1. Anna says, "My best friend from my hometown is coming to Washington, D.C.! I can't wait to catch up with her! Oh! I gotta go. Her train arrives in 10 minutes!"
2. Penelope says, "I'm really excited to be in Washington, D.C.! I can't wait to hear about ... everything!"
3. Anna says they split the rent, and that Marsha is the nicest person she knows. Marsha thinks Anna is a messy cook.
4. Anna says, "Mm-hum. Jonathan and Ashley are two other good friends of mine. In the city, they are the friendliest people I know. They always help me when I need it."
5. Penelope says, "Anna, I can't leave our hometown. You forget -- I love my job, too." She loves her job as a turkey farmer.

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. Write the writing topic on the board:

Who is the most important person in your life? They can be a family member or a friend. Write about them using some superlative adjectives, such as nicest, silliest, the most _____ or others.

Give students time to write. Then, ask a few volunteers to share their writings with the class.

Conversation

- Anna: Hello! I have great news. My best friend from my hometown is coming here -- to Washington, D.C.! I can't wait to catch up with her! Oh! I gotta go. Her train arrives in 10 minutes!
- Anna: Penelope!
- Penelope: Anna! I am really happy to see you!
- Anna: Me too! How was your trip?
- Penelope: It was fine.
- Anna: Let me help you with your bags.
- Penelope: I'm really excited to be in Washington, D.C.! I can't wait to hear about ... everything!
- Anna: I have so much to tell you. Let's go to my apartment. We can talk over a hot cup of tea.
- Penelope: I love your apartment building, Anna. Is your rent expensive?
- Anna: Well, I have a roommate. So, we split the rent.
- Penelope: Oh, that's right. Is your roommate nice?
- Anna: Marsha is the nicest person I know in this city. Sometimes she worries too much. And she says I'm the messiest cook she knows. But we are great roommates.
- Penelope: So, Anna, is it hard to make friends in D.C.?
- Anna: At first it was hard. But now, Marsha is a good friend. And there's Pete. Of all the people I know in D.C., Pete is the most serious and also the silliest.
- Penelope: He sounds ... interesting.
- Anna: Jonathan and Ashley are two other good friends of mine. In the city, they are the friendliest people I know. They always help me when I need it.
- Penelope: Your friends sound great! So, tell me about your job.
- Anna: I love my work! I make a children's show called the "Time Traveling Treehouse."
- Penelope: Anna, that is the best job for you! Do you remember when we were little? We played in that old treehouse behind my family's house for hours!
- Anna: I forgot about that! We thought it really time traveled! Penelope, it is really good to talk to you. New friends are good. But old friends are the best.
- Penelope: I know. Our hometown isn't the same now. You are not there.
- Anna: No crying. Why don't you move here and live with me and Marsha?
- Penelope: Anna, I can't leave our hometown. You forget -- I love my job, too.
- Anna: I didn't forget. You are the most famous turkey farmer I know!
- Penelope: Thanks, Anna.
- Anna: Come on. Let's go eat dinner at one of D.C.'s most famous restaurants.
- Penelope: Awesome!

Anna: That's the restaurant, Penelope. I'll be right there.
Anna: I have a great apartment. I love my work. And I have awesome friends -- both old and new. I am the luckiest woman in Washington, D.C. (sound of thunder)
Until next time?

Key Words

catch up (with) - *phrasal verb*. to talk to someone you have not seen for some time and find out what they have been doing

cry - *v.* to produce tears from your eyes often while making loud sounds because of pain, sorrow, or other strong emotions

expensive - *adj.* costing a lot of money

famous - *adj.* known or recognized by very many people

friendly - *adj.* acting like a friend **friendliest** - superlative *adj.*

lucky - *adj.* having good luck **luckiest** - superlative *adj.*

messy - *adj.* not clean or tidy **messiest** superlative *adj.*

nice - *adj.* kind, polite, and friendly **nicest** - superlative *adj.*

rent - *n.* money that you pay in return for being able to use property and especially to live in an apartment or house that belongs to someone else

silly - *adj.* silliest - superlative *adj.* playful and funny

split - *v.* to divide (something, such as money or food) among two or more people or things

tea - *n.* a drink that is made by soaking the dried leaves of an Asian plant in hot water

train - *n.* a group of vehicles that travel on a track and are connected to each other and usually to an engine

turkey - *n.* a large American bird that is related to the chicken and that is hunted or raised by people for its meat

STEP 1

Compare all three apartments.
Then change the adjectives below to superlatives.
Use the superlatives to write sentences describing each apartment.

sq ft = square foot - n. measurement for a square-shaped area of space that is 1 foot on all sides
1 square foot = 0.093 square meter



APARTMENT A



SIZE: 750 sq ft



RENT: \$950

Extra: People have lots of friendly parties

APARTMENT B



SIZE: 450 sq ft



RENT: \$700

Extra: Free parking

APARTMENT C



SIZE: 1200 sq ft



RENT: \$1500

Extra: Next to the bus stop

Which is your favorite apartment?

Why?



Mine is apartment A.

It is the friendliest. I want to meet new people!



noisy

expensive

close

friendly

cheap

big

small

easy

Apartment A

Apartment B

Apartment C

This is the most expensive apartment.

STEP 2

Now choose which apartment you like the most.
Write down why you like it and share your reasons with a friend.

Quiz - Level 1, Lesson 38 - She's My Best Friend!

Listen. Circle the letter of the correct answer.

1. What is Anna doing today?

- a. Visiting a friend in her hometown
- b. Going to her hometown
- c. Traveling on a train
- d. Catching up with a friend

4. What does Anna say about Jonathan?

- a. He is her silliest friend.
- b. He is friendly and helpful.
- c. He is Anna's serious friend.
- d. He is the most interesting.

2. What does Penelope say to Anna?

- a. She wants to see the monuments.
- b. She wants to have a cup of tea.
- c. She can't wait to hear about everything.
- d. She wants to tell Anna everything.

5. Why does Penelope want to stay in her hometown?

- a. She loves her job as a turkey farmer.
- b. Penelope is afraid of living in the city.
- c. She doesn't want to leave her family.
- d. Penelope thinks it will not change.

3. What does Anna say about Marsha?

- a. Marsha does not always pay her rent.
- b. Marsha is the nicest person in the city.
- c. Marsha is a messy cook.
- d. Marsha pays all the rent.

Holiday Sweaters





LEVEL 1
LESSON 39
IT'S
UNBELIEVABLE!

Topics Shopping online Interpreting factual statements Critical thinking about advertisements	Prepare Before Class Old or local ads (advertisements)
Learning Strategy Ask questions to clarify or get more information	Goals Grammar: Adjectives with negative prefixes (in-, un-, dis-, im-) Speaking: Using negative prefixes with adjectives Pronunciation: Pronouncing “comfortable” and “uncomfortable.”

Day 1

Introduce the Lesson Topic

Begin, “Today, we will learn to ask questions about ads. Does anyone know what an ‘ad’ is?” Take a few responses from students.

Say, “An ‘ad’ is something, such as a very short video, audio or writing, that a company shows the public to help sell a product.”

Pass around a copy or two copies of the old ads from the end of this lesson. The bottom of each ad describes what is false about the ad. Read these as you show each one.

Then, ask students to think of questions about the ads. Give an example: “How can soap wash away fat?” Have several students ask questions about the other ads or local ads that you choose to show.

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 using negative prefixes with adjectives. Explain that a prefix is a letter or group of letters added at the beginning of a word to change its meaning.

Speaking Practice Video Script – Lesson 39

1. In this lesson, you hear Anna uses adjectives with negative prefixes. Prefixes come before a word and change its meaning. The prefixes in this lesson are in-, un-, dis- and im-.

These prefixes give the opposite meaning to an adjective.

In this lesson, Anna tells Pete that the product in his advertisement does not work:

Anna: Yes. I bought it. You said in your ad it was a perfect product. This is not perfect. This is imperfect!

In this example, “imperfect” means the opposite of “perfect.” The prefix is -im.

Why are there so many prefixes to make the meaning opposite. One reason is that English has words from several different languages.

2. Words from German use the prefix un- but words from Latin use the prefix in-.

The prefix in- changes to im- before adjectives that begin with p, b and m, as in “impossible” and “imperfect.”

The prefix in- changes to il- before l, as in “illiterate” or not able to read.

In- changes to ir- before words that begin with r, as in “irresponsible” (careless).

Now, you try it. Make the adjectives in this sentence have the opposite meaning by using prefixes.

Listen / Speak:

My English is ____, but I study with an ____ course, Let’s Learn English, so, soon I will not be ____ speaking English. (imperfect, unpaid, uncomfortable)

Present the Conversation

Tell students that the video will show Anna buying and using a new product for her hair.

Main Video Script – Lesson 39

1. Listen:

Are you tired of your untidy hair?

Speak:

Yes, I am...and it's___. (uncomfortable)

2. Listen:

This is not perfect. This is imperfect!

Speak:

It's___! (unbelievable)

Pronunciation Practice

The pronunciation practice video teaches the pronunciation of the words “comfortable” and “uncomfortable.”

Pronunciation Practice Video Script – Lesson 39

1. One of the new words in this lesson can cause problems for English learners. That word is “uncomfortable” and its opposite “comfortable.” When you say this word, you do not pronounce some of the letters that you see in the written word.

In this lesson, you hear Anna say that her hair is uncomfortable.

Pete: Are you tired of your untidy hair?

Anna: Yes, yes I am. And it's uncomfortable!

2. Now, you try it.

Listen:

Are you comfortable?

Speak:

Are you___? (comfortable)

Speak:

I'm ___ (uncomfortable).

Adjective Practice

Say, “Yesterday, you learned about prefixes with adjectives. Let’s practice this some more today. What does Anna learn about Pete’s hair product? Is it a perfect product?”

Write the word on the board or shared screen: perfect. Add the prefix im- to the word, and ask students for its meaning: imperfect.

Say, “Anna tells Pete, ‘This is not perfect. This is imperfect!’ She adds the prefix im- to the word to make it negative. Some words use im- but other words use in-, un- or dis-. Can you find the words with prefixes from the conversation?”

As students find and say the words, list them on the board:

inexpensive
unbelievable
dishonest
uncomfortable
inexpensive
untidy

Learning Strategy

Say, “Remember, Anna learned that she cannot believe everything that she sees in ads, even when the ads have her friends in them.”

Continue, “What question should Anna ask herself the next time she sees an ad with a friend or a famous person?” Give students time to think of questions and write some of their examples on the board. Depending on their examples, you can add:

Why is the famous person / actor using the product?
Will it work for me as well as it seems to work for the actor?
Do common people like this product?

Explain, “When you ask questions like this, you are using the strategy ‘ask questions to clarify.’ This is one of the skills that you can practice with anything you see on television. We will practice this skill in our next activity.”

Activity Sheet

Give students copies of the Activity Sheet. Make sure students understand any new words, such as the word “survived,” that appear on the sheet.

Explain, “Imagine that you are looking for a new car. You see these two ads and must decide which car to buy.” Ask two students to come to the front of class to show the activity. Tell them to say the sample conversation and add one more question to clarify.

Student A: Which car did you choose?

Student B: I chose the Van.

Student A: Why?

Student B: Because the ad for the Beetle looked dishonest.

(added question)

Student A: How is it dishonest?

Student B: I don't think it can really fit five people.

Ask students form pairs and do the activity. As they practice, remind them to ask questions to clarify. When students have finished, have several share their conversations.

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, “ It is really windy today.”
2. She says she wants to know about the weather: “Will it be windy this weekend? I'll listen to the news.”
3. Pete is on T.V. He says, “Hi. I'm Pete. And I have the perfect product for you -- Hair Be Good!”
4. Pete says, “Hair Be Good works and it's inexpensive.” “Inexpensive” means it has a low cost.
5. Anna says, “I am buying some right now. Okay, I will order one can of Hair Be Good for \$10.”
6. Amelia says, “Your hair does not look good.”
7. Anna says, “I believed your ad, Pete. It was dishonest!” Dishonest means “not true.”
8. Pete says, “Your hair will be okay. Just wash it ... a couple of times.”

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. Write the writing topic on the board:

In this lesson, Anna believed an ad that she saw on television. Think of an ad you recently saw on television, the radio or the internet. Did you believe the ad? Describe the ad and write why you did or didn't believe it.

Give students time to write. Then, ask a few volunteers to share their writings with the class. Or, put the papers on walls around the room and have students walk around the room to read their classmate's writings.

Conversation

- Anna: Hello! Winter weather in Washington, D.C. can be really windy. And wind messes up my hair. It is really windy today. Look at my hair. Will it be windy this weekend? I'll listen to the news. I am tired of my untidy hair.
- Pete: Are you tired of your untidy hair?
- Anna: Yes. Yes, I am. And it's ... uncomfortable.
- Pete: Is it ... uncomfortable?
- Anna: Yes. Yes, it is! Hey, is that ... Pete?
- Pete: Hi. I'm Pete. And I have the perfect product for you -- Hair Be Good!
- Pete: Just spray Hair Be Good on your hair ... wrap in a towel ... and you are done! Hair Be Good works and it's inexpensive. One can costs only \$10! So, go online and order your Hair Be Good today!
- Anna: Hair Be Good sounds perfect! And I can trust Pete! I am buying some right now. Okay, I will order one can of Hair Be Good for \$10. I'll pay with a credit card. My delivery will arrive in 2 days. Awesome!
- Anna: It arrived! I'll use it before I go to work. Okay, Hair Be Good, make my untidy hair tidy! No, make it ... fabulous!
- Amelia: Hi, Anna.
- Anna: Hello, Amelia!
- Amelia: Anna, you look ... different.
- Anna: Thanks! I used a new product called Hair Be Good.
- Amelia: Well, it's not.
- Anna: It's not what?
- Amelia: Good. Your hair does not look good.
- Anna: Oh, no! This is not good.
- Amelia: Why don't you go home and take care of ... this.
- Anna: Good idea.
- Pete: Hi, Anna!
- Anna: Hello, Pete.
- Pete: Is something wrong?
- Anna: This is wrong!
- Pete: What did you do to your hair?
- Anna: Hair Be Good did this to my hair.
- Pete: Ah, you bought it!
- Anna: Yes, I bought it. You said in your ad it was a perfect product. This is not perfect. This is imperfect!
- Pete: It's unbelievable!
- Anna: I believed your ad, Pete. It was dishonest!

Pete: Anna, you don't believe everything you see in ads, do you?
Anna: No, Pete. Just the ones with my friends.
Pete: Your hair will be okay. Just wash it ... a couple of times.
Anna: Thanks. Thanks a lot, Pete! Here, here's your product! You should call it "Hair Be Really Bad!" Until next time, Pete! Till next time.

Key Words

can - *n.* a closed metal container that is usually shaped like a cylinder and that holds food, drink, or other liquids

delivery - *n.* something that is taken to a person or place or something that is delivered

dishonest - *adj.* not honest: such as saying or likely to say things that are untrue

imperfect - *adj.* having mistakes or problems or not perfect

fabulous - *adj.* very good

inexpensive - *adj.* low in price or not expensive

order - *v.* to place an order for (something): such as to request (something) from a company

product - *n.* something that is made or grown to be sold or used

spray - *v.* to put a stream of small drops of liquid on (someone or something)

tidy - *adj.* clean and organized or not messy

towel - *n.* a piece of cloth used for drying things

unbelievable - *adj.* difficult or impossible to believe

uncomfortable - *adj.* causing a feeling of physical or mental discomfort

untidy - *adj.* not neat or clean

wrap - *v.* to cover (something) by winding or folding a piece of material around it

Quiz - Level 1, Lesson 39 - It's Unbelievable!

Listen. Circle the letter of the correct answer.

1. What does Anna say about the weather?

- a. It's really windy.
- b. Anna says it is messy.
- c. It is wintery.
- d. Anna says she loves it.

5. What is Anna doing on the computer?

- a. Asking Pete about Hair Be Good
- b. Looking for a store that sells the product
- c. Buying Hair Be Good online
- d. Reading comments on Hair Be Good

2. What does Anna want to know about?

- a. How to change her hair.
- b. The latest TV program.
- c. The weekend weather.
- d. How to listen to the news.

6. At the office, what does Amelia say to Anna?

- a. Your hair does not look good.
- b. It's nice to see you today.
- c. Did you do that at home?
- d. What did you do to your hair?

3. Why is Anna talking to Pete?

- a. He is in Anna's dream.
- b. Pete called on the phone.
- c. He is at Anna's house.
- d. Pete is in a TV ad.

7. What does Anna yell at Pete?

- a. Pete is an imperfect actor.
- b. He was wrong about her hair.
- c. Pete should use Hair Be Good.
- d. His ad was not true

4. What is one thing Pete says about the product?

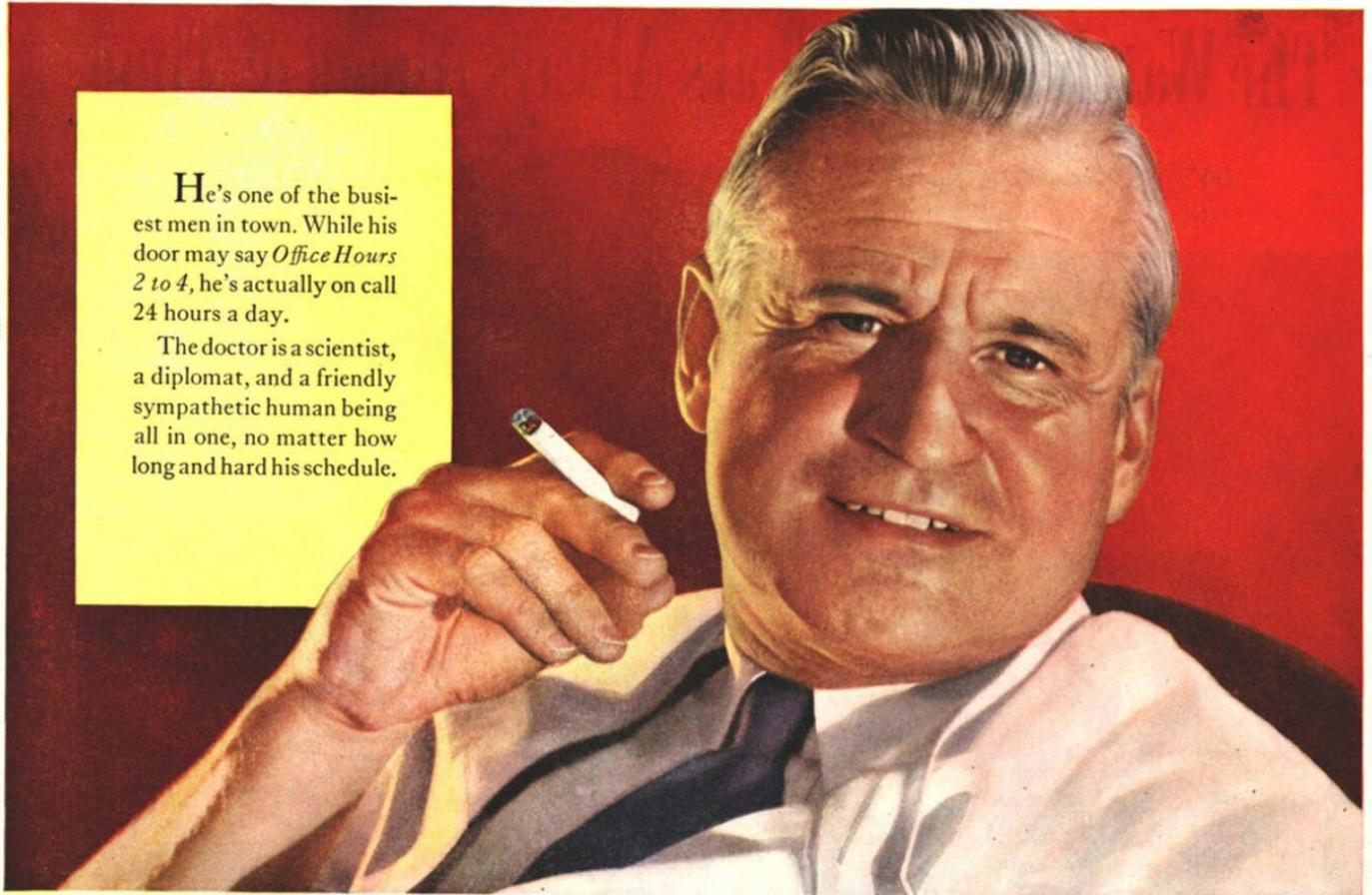
- a. He bought it online.
- b. It has a low cost.
- c. He uses it all of the time.
- d. It comes with a free towel.

8. What advice does Pete give to Anna?

- a. Trust what your friends tell you.
- b. Try using another hair product.
- c. You should wash your hair.
- d. You should believe what you see in ads.

He's one of the busiest men in town. While his door may say *Office Hours 2 to 4*, he's actually on call 24 hours a day.

The doctor is a scientist, a diplomat, and a friendly sympathetic human being all in one, no matter how long and hard his schedule.



According to a recent Nationwide survey:

MORE DOCTORS SMOKE CAMELS THAN ANY OTHER CIGARETTE

DOCTORS in every branch of medicine—113,597 in all—were queried in this nationwide study of cigarette preference. Three leading research organizations made the survey. The gist of the query was—What cigarette do you smoke, Doctor?

The brand named most was Camel!

The rich, full flavor and cool mildness of Camel's superb blend of costlier tobaccos seem to have the same appeal to the smoking tastes of doctors as to millions of other smokers. If you are a Camel smoker, this preference among doctors will hardly surprise you. If you're not—well, try Camels now.



Your "T-Zone" Will Tell You...

**T for Taste . . .
T for Throat . . .**

that's your proving ground for any cigarette. See if Camels don't suit your "T-Zone" to a "T."



H. J. Reynolds Tobacco Company, Winston-Salem, N. C.

CAMELS *Costlier Tobaccos*

1946 cigarette advertisement launched by R.J. Reynolds Tobacco Company.

False claim: Doctors think smoking is healthy

For
PEP and VIGOR-

VITAMIN
DONUTS

MADE BY
THE
FESTER COMPANY
INC.

Each Donut Fortified with a minimum of 25 units of Vitamin B1

The advertisement features a vintage-style illustration. At the top right, a young boy with a red apple on his cheek smiles. In the center, the words 'VITAMIN DONUTS' are written in large, bold, stylized letters against a yellow background with radiating lines. Below this, a young girl with a blue bow in her hair looks towards the camera. In the foreground, two golden-brown donuts sit on a white plate. A small circular logo for 'THE FESTER COMPANY' is visible near the donuts. The bottom of the ad has a dark blue banner with white text.

False claim: Donuts are healthy

WASH AWAY FAT

AND YEARS OF AGE

With La-Mar Reducing Soap

The new discovery. Results quick and amazing—nothing internal to take. Reduce any part of body desired without affecting other parts. No dieting or exercising. Be as slim as you wish. Acts like magic in reducing double chin, abdomen, ungainly ankles, unbecoming wrists, arms and shoulders, large busts or any superfluous fat on body. Sold direct to you by mail, post paid, on a money-back guarantee. Price 2/- a cake, or three cakes for 4/-. One to three cakes usually accomplish the purpose. Send postal or money order to-day. Surprising results.

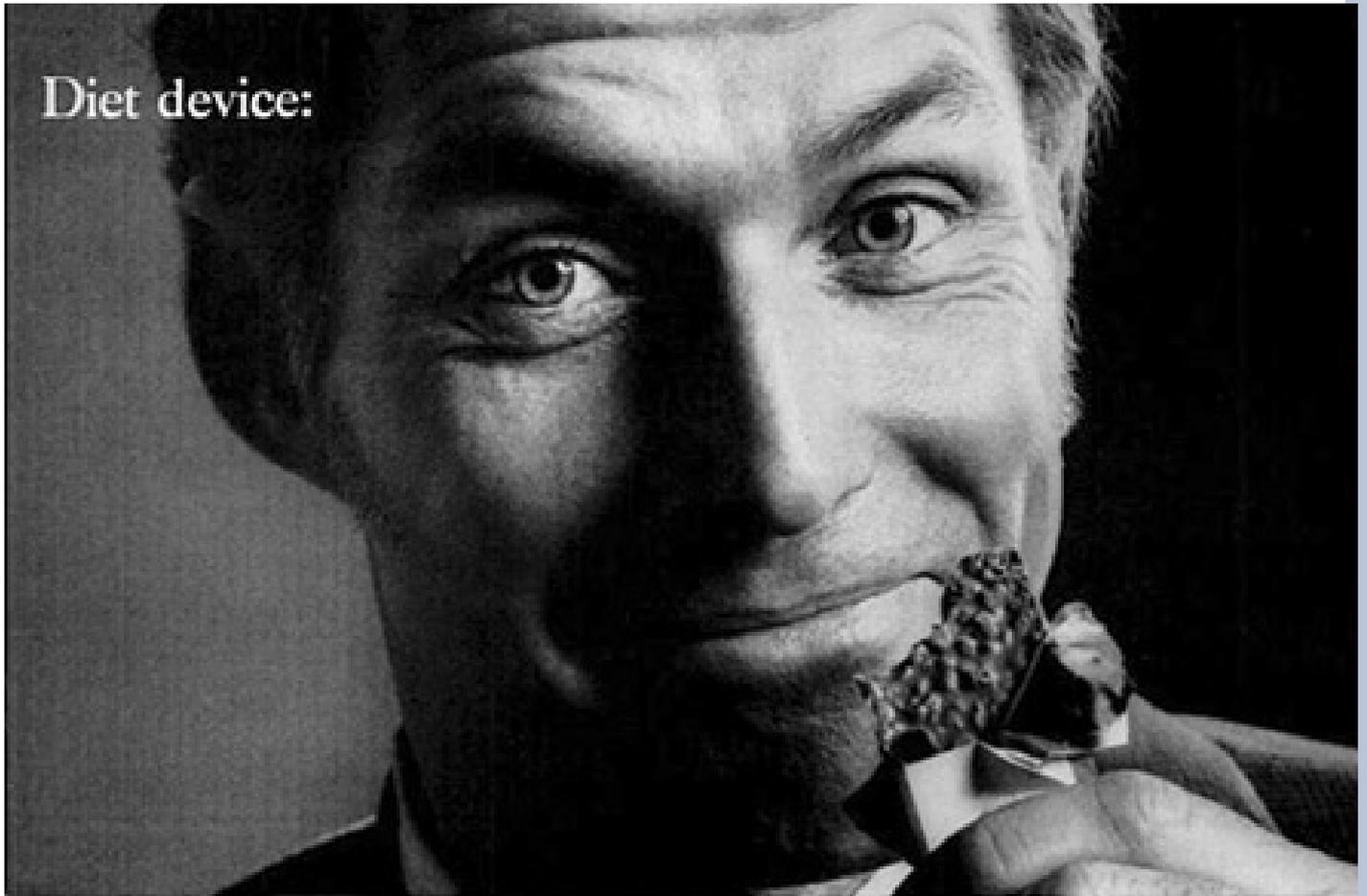


REDUCE!

LA-MAR LABORATORIES LTD.,
VERNON HOUSE,
40, Shaftesbury Avenue (334T), London, W.1.

False claim: Soap can remove fat from inside the body

Diet device:



Snack on some candy about an hour before lunch.

Sugar's quick energy can be the willpower you need to eat less.

Surprise! Sugar isn't a bad guy.

The sugar in a soft drink or ice cream cone, shortly before mealtime, turns into energy fast.

And that energy could be just the energy you need to say "no"

to those extra helpings at mealtime.

That's why sugar is a good guy.

Surprise!

Sugar . . . only 18 calories per teaspoon, and it's all energy.



Sugar Information

General Post Office Box 94, New York, N. Y. 10001

False claim: Sugar helps you lose weight

Compare the two advertisements below. Then match the correct negative prefixes with the adjectives below. Now pretend you are writing an email to your friend explaining which car you would like to buy. Use all of the adjectives with negative prefixes to describe both cars in your email. Then share your pretend email with a partner and see if you chose the same car for the same reasons.

NEGATIVE PREFIXES

- in
- dis
- non
- un

ADJECTIVES

- honest
- comfortable
- expensive
- safe

Small popular car drives like new



"The Beetle"

- \$1800 or best offer
- Can fit 5 people
- Uses less gas

Car may be older than 5 years
May be less if people are bigger

Fun family car that is larger but slower



"The Van"

- \$1500 (cash only)
- Survived 6 accidents!
- Fits 9 people

Must stop driving every two hours

Which car did you choose?

Why?

I chose the van.

Because the advertisement for the beetle looked dishonest.

To: _____ @myfriend.com

Subject: *My choice of car*

Both cars are inexpensive.

but





LEVEL 1
LESSON 40
THE WOODS ARE ALIVE

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

Day 1

Introduce the Lesson Topic

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

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

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

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

Teach Key Words

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

Speaking Practice Script – Lesson 40

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

Anna: Director, how am I doing?

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

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

Anna: "Yes I will."

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

Anna: Sorry. Sorry. Let me try again.

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

Speak:

How am I doing can you understand my English?

Listen:

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

Present the Conversation

Tell students that the video will show Anna trying something new. She auditions (tries to get hired to act) for a play. Play the video or ask a few students to read the conversation.

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

Main Video Script – Lesson 40

1. Listen:

You are speaking too softly.

Speak:

You are speaking too _____. (softly)

2. Listen:

Walk slowly and quietly

Speak:

Walk _____ and _____. (slowly, quietly)

Pronunciation Practice

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

Pronunciation Practice Video Script – Lesson 40

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

Director: Now, say your line.

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

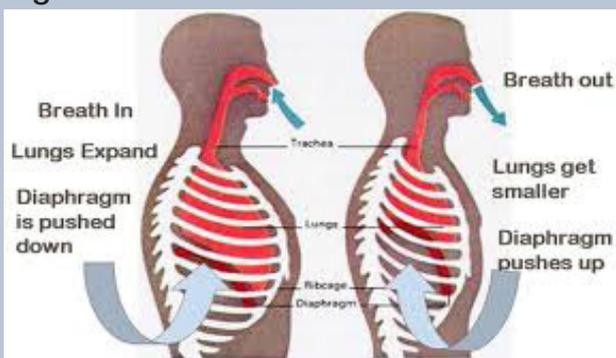
Director: Anna, you are speaking too softly. Can you speak more loudly and a little more, um, seriously?

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

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

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

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



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

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

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

Phil: Ahhhh.

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

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

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

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

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

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

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

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

Learning Strategy

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

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

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

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

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

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

Activity Sheet

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

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

quickly
loudly
quietly

angrily
slowly
happily

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

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

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

A: What is she doing?

B: She is driving slowly.

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

D: Yes, I am reading quietly.

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

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

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

Listening Quiz

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

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

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

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

Writing

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

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

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

Conversation

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

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

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

Key Words

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

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

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

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

enough - *adj.* equal to what is needed

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

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

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

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

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

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

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

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

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

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

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

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

Listen. Circle the letter of the correct answer.

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

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

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

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

2. What does the director want Anna to do?

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

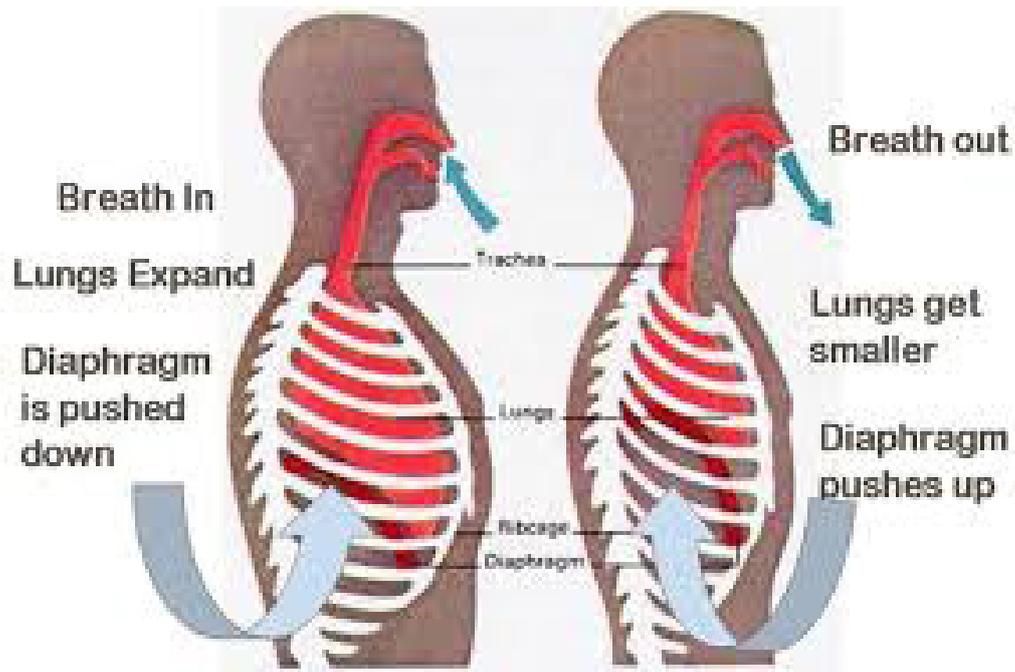
5. Why is Anna happy?

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

3. What should Anna do?

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

Breathing to Speak More Loudly



STEP 1

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

quickly

loudly

quietly

angrily

slowly

happily



RAOUL



Raoul is playing happily.

BENNY



MARISA



KIM



TONY



AGNES



STEP 2

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



What is she doing?



She is driving slowly.



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

