



LEVEL 1
LESSON 41
TEAMWORK WORKS
BEST WITH A TEAM

Topics

Asking for & giving feedback about job performance
Identifying ways to improve performance at work or school
Interpreting advice

Prepare Before Class

Motivational posters in Resources section

Learning Strategy

Focus

Goals

Grammar: future real conditional (if clauses)

Speaking: sentences that include the words “if” and “will.”

Pronunciation: pronouncing contrastive stress

Day 1

Introduce the Lesson Topic

Tell students, “Today we will learn about asking for advice or feedback. One of the things we have learned about is evaluating ourselves - thinking about how well we are doing, for example, how we are learning English. In today’s lesson, we will see people asking others to tell them how they can do better.

Explain that the lesson will also present how to use words “if” and “will” together to talk about things that might happen.

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 “if” clauses: the future real conditional.

Speaking Practice Script – Lesson 41

1. Future real conditionals

It in this lesson you hear sentences that include the word if. The word if is used to talk about the result or effect of something that may happen or may be true.

A sentence with if and will is an English structure we call the future real conditional. But, for now, it’s not very important to remember what it’s called. Instead we will learn how it works:

IF clause	RESULT clause
IF + subject + simple present verb	subject + will + simple future verb
If you look at this chart, you will see something good.	

2. Listen to Ms. Weaver talk about the chart showing the audience numbers:

Ms. Weaver: If you look at this chart, you will see something good. Your audience is big.

In the first half of the sentence Ms. Weaver uses the simple present verb “look.” In the second half of the sentence she uses the simple future verb “will see.”

Her sentence means: “the result of you looking at this chart will be seeing something good.”

3. Now you try it. Make a sentence using the word if using these ideas:

I practice with Let’s Learn English every day.

I learn how to speak American English.

“If I practice with Let’s Learn English every day, I will learn how to speak American English.”

4. Now try another one. You can decide on the result

If I don’t finish my homework tonight, I will _____ . (student choice)

Present the Conversation

Tell students that the video will show Anna meeting with her boss, Ms. Weaver, for her yearly review. 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 41

1. Listen:

If you look at this chart, you will see something good.

Speak:

___ you look at this chart, you ___ see something good. (If, will)

2. Listen: Working hard looks hard because it really is hard.

Speak:

_____ hard looks hard because it really ___ hard. (Working, is)

Learning Strategy

Ask students, “Have you ever listened to someone with only one ear? We sometimes say a person is ‘listening with only one ear’ when they are not listening carefully. Maybe you are thinking of something, like your lunch, and listening without paying close attention. But then you hear something important to you, and you listen more carefully.”

Continue: “For example, when your teacher is talking and suddenly you hear the word ‘test,’ do you stop thinking about lunch and listen more carefully?” Give students time to respond and make sure they understand the concept.

Continue, “Let’s call this ‘focusing.’” Give examples of other times when you or the students can focus. For example, we might use it when looking for a date on an answer to a history question, or when trying to find a phone number on a website.

Explain, “In this lesson, we will see how Anna focuses when she listens to her boss, Ms. Weaver.”

Pronunciation Practice

The Pronunciation Practice video teaches that when we want our listener to notice one or two words in a sentence, we can say them louder, or put more emphasis on them.

Pronunciation Practice Video Script – Lesson 41

1. When we want our listener to notice one or two words in a sentence we can say them louder. That is we put more emphasis, or stress, on those words.

For example, when Anna reads the poster in this lesson, she says, “Working hard LOOKS hard because it IS hard.”

2. Now you try it.

In the next sentence, make the words ‘book’ and ‘web’ louder than the other words.

Speak:

I didn’t learn English from a BOOK; I learned it from the WEB.

Learning Strategy

Say, “In this lesson, we see that Anna is getting her yearly review at work. Do you ever get a yearly review? If you are in school, you may have tests at the end of the year to go to the next grade. People who work in business often have a review at some time during the year to check how well they are doing their job.”

Remind students of the strategy: Focus. “Did you notice what Anna focused on in this lesson? Tell me what Anna paid attention to (or noticed) when Ms. Weaver was talking to her.” Students will most likely respond by pointing out her comments about the cats in the posters that Ms. Weaver showed her.

Ask, “What happened at the end of the video/conversation? Do you think Anna understood what Ms. Weaver wanted her to do?” Give students time to respond. Write their responses on the board. Possible answers may include:

She thinks Ms. Weaver wants to see more cats on the Time Traveling Treehouse.
She thinks Ms. Weaver wants her to work better with her team to increase their audience.

Discuss with the students how they interpret the events in the story. Revisit the posters. What do you think is Ms. Weaver’s message? This video does not make it clear what Ms. Weaver wanted Anna to do. Ask students to make sentences with their opinions, such as:

If Anna has more cats, her show will be more popular.

If Anna works hard, her audience numbers will go up.

You may want to conduct a vote among the students as to whether Anna focused well.

Continue, “We will practice this strategy today in our lesson.”

Activity

Give students copies of the Activity Sheet. Explain, “We will practice making if + will sentences (or future real conditionals) today, and you will also have a chance to share your advice on learning English.”

Demonstrate the top activity on the sheet by having a student read aloud the phrase on the left:

If you are late to work often ...

And ask another student to read aloud the phrase on the right side, completing it with the verb ‘lose:’

... you will lose your job.

Ask three students to come to the front of the classroom to show how to do the activity at the bottom of the sheet.

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 my boss will tell me what she thinks of my work. Is it good? Or is it bad?”
2. Ms. Weaver says, “As you know, at the start of a new year we have a work review.”
3. Ms. Weaver says that Anna’s audience is going “Down, down, down!”
4. Ms. Weaver’s posters say, “If at first you succeed, you will be a success,” “Working hard looks hard because it really is hard” and “Teamwork works best with a team.”
5. Anna says, “Our audience is not big enough.”

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. Students may choose one of these topics:

1. Think of a time someone gave you good advice or feedback that helped you to improve yourself. What did the person say to you? What did you do?
2. In this lesson, what do you think Ms. Weaver wants? What do you want to tell Anna about her show?

Give students time to write. If time allows, have students share their writing with a partner and compare the advice they gave or received.

**Working Hard
Looks Hard**



**Because it
Really Is Hard**

**TEAMWORK
WORKS BEST**



**WITH A
TEAM**

**IF AT FIRST
YOU SUCCEEDED**



**YOU WILL BE
A SUCCESS**

Resources

Conversation

- Anna: Hi. I am walking to work. Today my boss will tell me what she thinks of my work. Is it good? Or is it bad? Okay, time for work. I am going right now. Okay, okay, I'm going!
- Ms. Weaver: Anna, hello.
- Anna: Hello.
- Ms. Weaver: Sit down. As you know, at the start of a new year we have a work review.
- Anna: Yes. It's time for mine.
- Ms. Weaver: Yes. Anna, this chart shows the audience of The Time Traveling Treehouse. If you look at it, you will see something bad. Your audience is going down, down, DOWN!
- Anna: Ms. Weaver, I think the chart is upside down.
- Anna: Here, let's flip that around. Now, it's right-side up.
- Ms. Weaver: Oh. If you look at this chart, you will see something good. Your audience is big.
- Anna: Good!
- Ms. Weaver: But not big enough.
- Anna: Not good.
- Ms. Weaver: I want to see these numbers go up, and up, and UP!
- Anna: How?
- Ms. Weaver: I have something -- idea posters!
- Anna: (whispers) Idea posters.
- Ms. Weaver: You really ought to think seriously about them. I like this one. Please read it.
- Anna: "If at first you SUCCEED; you will be a success." Well, it's a cute cat.
- Ms. Weaver: Here's another one. I like it.
- Anna: "WORKING HARD looks hard because it really is hard." I see. It's another cute cat.
- Ms. Weaver: This is my favorite.
- Anna: "TEAMWORK works best with a team." A team of cats. Look at all those cats!
- Ms. Weaver: So, Anna, do you understand what I want?
- Anna: Yes, Ms. Weaver. I understand.
- Anna: Okay, team. There is a problem in the Treehouse.
- Amelia: Problem? What's the problem?
- Anna: Our audience is big.
- Bryan: But that's a good thing.
- Anna: No, it is not big enough.
- Anna: Please don't worry. I know what Ms. Weaver wants. Here's the plan.
(whispers)
- Bryan: Is that what she wants?

Amelia: Are you sure?
Anna: Yes. Let's get to work!
Anna: Good job, team. This is exactly what Ms. Weaver wants!
Anna: Welcome to The Time Traveling Treehouse! Today you will learn about a very popular pet ... cats!
MINDY: Anna. Did I give you enough cats?
Anna: I don't know, MINDY. I think we need more cats!

Key Words

audience - *n.* the people who watch, read, or listen to something

cat - *n.* a small animal that is related to lions and tigers and that is often kept by people as a pet

chart- *n.* information in the form of a table or a diagram

cute - *adj.* having a pleasing and usually youthful appearance

exactly - *adv.* used to stress that something is accurate, complete, or correct

flip - *v.* to cause (something) to turn or turn over quickly

meow - *v.* to make a crying sound as cats do

pet - *n.* an animal (such as a dog, cat, bird, or fish) that people keep mainly for pleasure

poster - *n.* a usually large picture that is put on walls as a decoration

review - *n.* an act of carefully looking at or examining the quality or condition of something or someone

right-side up - *noun phrase.* with the top or correct side facing up

succeed - *v.* to do what you are trying to do or to achieve the correct or desired result

success - *n.* a person or thing that succeeds

teamwork - *n.* the work done by people who work together as a team to do something

upside down- *adv.* in such a way that the upper and the lower parts are reversed in position

Quiz - Level 1, Lesson 41 - Teamwork Works Best With a Team

Listen. Circle the letter of the correct answer.

1. Why is Anna nervous on her way to work today?

- a. Her boss is going to talk about her work today.
- b. Anna is a little late to work today.
- c. Her boss is angry at her.
- d. Anna made a mistake at work yesterday.

3. What advice is on Ms. Weaver's posters?

- a. Be a success.
- b. Work hard.
- c. Work with a team.
- d. The posters say all of these things.

2. What does Ms. Weaver say happens at the beginning of a new year?

- a. She gives more work to Anna.
- b. She reviews Anna's work.
- c. She changes workers' desks.
- d. She has a change of mind.

4. What does Anna say about the tree house?

- a. The audience is not big enough.
- b. The team doesn't think.
- c. The audience is going down.
- d. The team makes problems.

3. What does Ms. Weaver say about Anna's audience?

- a. Anna is doing something bad.
- b. Her audience is feeling down.
- c. Her audience is going down.
- d. Anna should look at her audience.

STEP 1

Write the verbs below in the empty spaces in the parts of the sentences below. Then match the parts to make sentences giving advice about the future.

are

do

save

improve

practice

be

lose

study

eat

get

If you are late to work often



... you will _____ happy later.

If you _____ hard



... you will _____ your job.

If you never _____ healthy food



... you will _____ well in school.

If you _____ your money



... you will _____ sick.

If you _____ the piano



... you will _____.

STEP 2

Now work with a partner to make four sentences about improving your English ability.

ADVICE

If you watch English movies,
your listening will improve.

1

2

3

4

If you watch English movies,
your listening will improve.

Yes! And if you read English books,
your vocabulary will improve.





LEVEL 1
LESSON 42
I WAS MINDING MY OWN BUSINESS

Topics Describing ongoing past activities Asking about past events Giving information about past events Describing a sequence of events	Prepare Before Class Two Student A & Student B Activity Sheets Images of or books about famous detectives
Learning Strategy Read Between the Lines	Goals Grammar: reflexive pronouns; while-clauses; past continuous tense Speaking: reflexive pronouns: herself, ourselves, and yourself Pronunciation: pronouncing /didjə/

Day 1

Introduce the Lesson Topic

Tell students, “We’re going to solve a mystery today. We can be detectives - like Sherlock Holmes. Do you like mysteries?” Give students time to respond and make sure they understand the concept of a mystery and the word detective.

Compare television or literature mysteries that are popular in the students’ home culture(s), for example, Edgar Allan Poe or Agatha Christie in English-speaking literature, Arturo Perez-Reverte in Spanish literature, Josef Skvorecky in Russian literature, and Jose Luis Borges in Argentina. Ask students to tell you their favorite detective or mystery film or television series.

Continue, “How do detectives solve mysteries? They listen to people and think about what the people are not saying directly. We call that ‘reading between the lines.’” Give an example of a classroom situation: “Let’s say I tell you, ‘Be sure to review this lesson before Friday.’ You can *read between the lines* and guess that I will give you a quiz on Friday.”

Say, “We will practice telling stories too.”

Teach the 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 in the video Anna sees a crime and tries to help find the robbers. She hurts her arm. That is the mystery. The news reporter Guy Newsman wants to know, “How did she hurt herself?” 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 42

1. Listen:

Is that when you hurt your arm?

Speak:

Is that _____ you hurt _____ arm? (when, your)

3. Listen:

While I was running I tripped and fell.

Speak: While I _____ running I

_____ and fell. (was running, tripped, fell)

2. Listen:

No, at that time I was not fighting the robbers.

Speak:

No, at that time I _____ not _____ the robbers. (was, fighting)

4. Listen:

And that's when you hurt your arm!

Speak:

And that's _____ you _____ your arm! (when, hurt)

Ask students, “Did you notice when Anna said, ‘I was minding my own business?’ She is using the past continuous tense.” Write on the board:

BE (past) + Verb + ing = past continuous

Ask students to find other sentences with the past continuous tense in the conversation.

Write them on the board:

I was yelling

She was yelling

Point out that the above sentences tell us about one action. Contrast the next sentences:

It looks like she hurt herself while she was trying to stop the crime.

Well, I had time while I was resting on a bench.

While I was running, I tripped and fell.

While I was lying on the ground, someone stepped on my arm!

Ask students, “How many actions are in these sentences?” Point to the first sentence to identify the phrases, ‘hurt herself’ and ‘was trying to stop the crime.’ Explain, “These sentences use ‘while’ and the past continuous to tell us that there was an action going on for some time, then one or more other actions or events happened during that time.”

Ask students to come up with some examples from their own lives. Possible answers may be:

While I was sitting at my desk last night, I did my homework.

I sang a song while I was walking to school.

Point out that the verb for the *second* action is in the **simple past tense** in these sentences. Explain, “Sometimes, people leave out the ‘while.’ Look at what Guy said: ‘You hurt your arm in a vending machine buying a bag of chips?’”

Say, “You can also say it this way: ‘You hurt your arm in a vending machine while you were buying a bag of chips?’”

Day 2

Learning Strategy

Remind students of the question the news reporter asked in the conversation for this lesson: “Anna, what did you see and what happened to your arm?”

Continue, “In this lesson, Guy, the reporter, uses a strategy we can call, ‘read between the lines.’ That means he makes a guess, based on his understanding and what he hears Anna saying.

How many times does he guess how she hurt her arm?” Give students a chance to look at the conversation and tell you the times he asks about her arm (he makes five guesses).

“When you watched this video (or listened to the conversation), What did you think? Did you guess that she hurt her arm falling or fighting the robbers?” Give students a chance to respond, telling you what event they thought was the accident that hurt Anna’s arm.

Continue, “Now you can ‘read between the lines’ like all good detectives. And when you read in English, you can do the same thing to guess at the meaning of the writer.”

Speaking Practice

After the key words, the video teaches how to use reflexive pronouns like herself, ourselves, and yourself.

Speaking Practice Script – Lesson 42

1. In this lesson you hear a new kind of pronoun. Listen to the news reporter.

Guy: It looks like she hurt herself when she was trying to stop the crime.

When the news reporter says, “It looks like she hurt herself,” he is using the reflexive pronoun “herself.”

2. We use a reflexive pronoun when the same person is the subject and the object of the sentence. In the example that you just heard, the meaning is “It looks like Anna hurt Anna.”

Anna is the subject of the sentence and also the object, or the thing that receives the action of the verb.

3. Listen to another example from this lesson:

Guy: Okay we have to find “ourselves” another story, guys.

In this sentence, Guy is saying that he and his crew have to find a more interesting news story. He uses the reflexive pronoun “ourselves.”

Notice the spelling change: the letter “f” in self changes to “ves” when the word is plural.

4. Here is a chart that shows the pronouns we have learned and let’s learn English Up to now. Say the new ones with us. Note the spelling changes in the plural forms.

myself	itself
yourself	ourselves
herself	yourselves
himself	themselves

Make a sentence with these two ideas:

Listen:

I made cookies.

The cookies are for me

Speak:

I made cookies for _____. (myself)

Pronunciation Practice

The Pronunciation Practice video teaches how English speakers pronounce the words “did you” quickly and learn to say them as /didjə/.

Pronunciation Practice Video Script – Lesson 42

1. When English speakers pronounce the words “did you” quickly, they usually say them as /didjə/. Listen to the reporter asking Anna a question.
Guy: Anna, What did you see and what happened to your arm?

2. Now you try it.
Listen to this sentence. Then say it quickly and pronounce “did you” as /didjə/.
How did you hurt yourself?
Speak:
How _____ hurt yourself? (/didjə/)

Activity

Give students copies of the Activity Sheets. Half of the class should get the two Student A sheets and the other half should get the two Student B sheets. Explain, “We will play a fun game and practice the reflexive pronouns and the past continuous today.”

First, ask students to complete the box at the top left and the bottom left side. They can check their words with their partner.

This activity is like the game, ‘Mad Libs.’” Have two students come to the front to demonstrate the activity. Give each of them one of the two worksheets.

Ask Student A to give you any verb in the past continuous form. For example, ‘was eating.’ Then, instruct Student B to insert the verb into the first sentence with a blank, as in “ Next, while I was eating the bus to work...”

After students laugh, suggest that the partner come up with a correct verb for the sentence, such as “was riding.” Explain that in the “Mad Lib” game, the sentences don’t have to make sense, as long as the verb structure is correct. The object is to have fun with the strange pairings of verbs and pronouns.

Have students form partners do the activity sheets together. When students have finished, ask several pairs to tell you the funniest sentences they came up with.

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 my boss will tell me what she thinks of my work. Is it good? Or is it bad?"
2. Ms. Weaver says, "As you know, at the start of a new year we have a work review."
3. Ms. Weaver says that Anna's audience is going "Down, down, down!"
4. Ms. Weaver's posters say, "If at first you succeed, you will be a success," "Working hard looks hard because it really is hard" and "Teamwork works best with a team."
5. Anna says, "Our audience is not big enough."

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. Students may choose one of these topics:

1. In this lesson, Anna hurt herself in the vending machine. Did you ever hurt yourself by accident? What were you doing when you hurt yourself?
2. Tell about a mystery in your own life. You may tell about a real event or one that you imagine.

Give students time to write. If time allows, have students share their writing with a partner.

Conversation

- Guy: Hello. I'm Guy Newsman with News Channel XYZ. I'm here in Washington, D.C. at the scene of a crime. We are talking with this woman. She saw the crime during her lunch break. It looks like she hurt herself while she was trying to stop the crime. Tell us your name.
- Anna: Hi, Guy. I'm Anna.
- Guy: Anna, what did you see and what happened to your arm?
- Anna: Guy, I was minding my own business. See, I work over there.
- Guy: Um-hum
- Anna: I left work to get some lunch. Then suddenly, I heard a woman yelling. She was yelling like this ... "Help! Help!"
- Guy: Um-hum
- Anna: Two robbers were grabbing her bag like this. She was hitting them with her umbrella.
- Guy: Is that when you hurt your arm?
- Anna: No. At that time, I was not fighting the robbers.
- Guy: Um-hum.
- Anna: See. I was too far away and I didn't have my own umbrella.
- Guy: So, what happened next?
- Anna: They grabbed her bag and ran away! So, I grabbed her umbrella and ran after the robbers.
- Guy: Then that is the time that you hurt your arm?
- Anna: No. I was yelling, "Stop, robbers! Stop!" She was yelling, "Hey, come back with my umbrella!"
- Guy: Were you afraid?
- Anna: I had no time to be afraid, Guy. Well, I had time while I was resting on a bench. I had a lot of time.
- Guy: Then what happened?
- Anna: The robbers got on a bus. So, I ran after the bus.
- Anna: While I was running, I tripped and fell.
- Guy: And that is the time that you hurt your arm?
- Anna: No. While I was lying on the ground, someone stepped on my arm!
- Guy: Ouch. That's too bad.
- Anna: Yeah. And they didn't apologize. Well, then the robbers got themselves kicked off the bus.
- Guy: Why?
- Anna: They didn't pay. You've got to pay when you get on a bus. The police came and took them away.
- Guy: And that's when you hurt your arm!

Anna: No.

Guy: Then, when did you hurt yourself?

Anna: Well, Guy, by this time, I was feeling very hungry. So, I went to my office to get a snack.

Ms Weaver: Anna, I'm calling for help right now.
(on the phone) Hello? Yes, please come right away. My co-worker is stuck in a vending machine.

Guy: You hurt your arm in a vending machine buying a bag of chips?

Anna: I was really hungry and the bag was stuck. I had to -

Guy: That's all from News Channel XYZ. This is Guy Newsman saying goodbye.

Guy: Okay, we have to find ourselves another story, guys.

Anna: Until next time! Hi Mom!!

Key Words

arm - *n.* either one of the two long body parts that join the top of your body at the shoulder and that end at the hand or wrist

chips - *n.* thin, hard, and usually salty pieces of food

crime - *n.* an illegal act for which someone can be punished by the government

fall (past tense: fell) - *v.* to come or go down suddenly from a standing position

grab - *v.* (past participle: grabbing) to quickly take and hold (someone or something) with your hand or arms

ground - *n.* the soil that is on or under the surface of the earth

kick off - *phrasal verb.* (past tense: kicked off) force (someone) to leave

lie - *v.* (gerund: lying) to be in a flat position on a surface

minding my own business - *idiom.* doing what you normally do and not bothering anyone

robber - *n.* a criminal who steals money or property or a thief who robs people

snack - *n.* a small amount of food eaten between meals

step - *v.* to put your foot down — usually + in or on

stuck - *adj.* difficult or impossible to move from a position

trip - *v.* (past tense: tripped) to fall or nearly by accidentally hitting your foot on something as you are walking or running

umbrella - *n.* a device that is used for protection from the rain and sun

vending machine - *n.* a machine that you put money into in order to buy food or drinks

Quiz - Level 1, Lesson 42 - I Was Minding My Own Business

Listen. Circle the letter of the correct answer.

1. Why does the reporter want to talk with Anna?

- a. He wants to learn about Washington DC.
- b. She was the victim of a crime.
- c. He wants to find out how she hurt her arm.
- d. She was watching the police stop a crime.

5. What did Anna do?

- a. Anna hit the robbers with an umbrella.
- b. She grabbed the robbers and ran with them.
- c. Anna took the woman's umbrella and ran.
- d. She grabbed the woman's bag and ran away.

2. What was happening to the woman?

- a. She was taking Anna's umbrella.
- b. Two robbers were taking her bag.
- c. She was taking a bag from Anna.
- d. Two robbers were hitting her.

6. When did Anna have time to be afraid?

- a. When she was running after the robbers.
- b. After the robbers took the bag.
- c. When she was resting on the bench.
- d. Before she went back to work.

3. What strategy is Guy using when he asks, "Is that when you hurt your arm?"

- a. Personalize
- b. Cooperate
- c. Use Selective Listening
- d. Read Between the Lines

7. Why did Anna fall?

- a. Anna fell off of the bus.
- b. She was getting on a bus quickly.
- c. The bus ran into Anna.
- d. She tripped while she was chasing the robbers.

4. Why could the robbers run away from Anna?

- a. She was too far away and didn't have her umbrella.
- b. The robbers hurt her arm.
- c. She was too afraid of them and it was raining.
- d. The robbers took her umbrella.

8. How did Anna hurt herself?

- a. Anna tripped and fell on a bag of chips.
- b. She was trying to get a bag of chips from a machine.
- c. Anna fell when she was going back to work.
- d. She was helping Ms. Weaver move a vending machine.

STEP 1

Change the verbs below into the past continuous form and use them to complete the sentences with the pictures best describing what happened. Read your sentences to your partner. Then change the pronouns below to the reflexive pronoun form.

STUDENT A

eat



You were eating dinner.

study



I _____ math.

drive



she _____ to work.

fight



We _____ .

Please give me a past continuous verb!

Please also give me a reflexive pronoun!



me

myself

you

her / him

it

us

you (plural)

they

was cooking

myself



STEP 2

Now ask a partner to give you any two verbs in the past continuous form and any two reflexive pronouns. Write them into the blanks in the story and let your partner read it. Then give your partner any two past continuous verbs and any two reflexive pronouns. Read their story and remember that reflexive pronouns can only be used in certain ways. Correct any mistakes in their use.

STUDENT A

The Worst Day Ever

Yesterday was the worst day
of my life.

First, while I was cooking breakfast,
(past continuous verb)

I burned myself ! Then, while
(reflexive pronoun)

I _____ my car to school,
(past continuous verb)

a self-driving car crashed _____
(reflexive pronoun)

into me! I got to work okay. But then,

when my friends and I _____
(past continuous verb)

_____ on our project, my
(past continuous verb)

friends started fighting and got

_____ kicked out!
(plural reflexive pronoun)

What a horrible day!



STEP 1

Change the verbs below into the past continuous form and use them to complete the sentences with the pictures best describing what happened. Read your sentences to your partner. Then change the pronouns below to the reflexive pronoun form.

STUDENT B

play



You were playing tennis.

ride



I _____ a horse.

talk



she _____ to me.

relax



We _____ .

Please give me a past continuous verb!

Please also give me a reflexive pronoun!

me

myself

you

her / him

it

us

you (plural)

they

was sleeping

themselves



STEP 2

Now ask a partner to give you any two verbs in the past continuous form and any two reflexive pronouns. Write them into the blanks in the story and let your partner read it. Then give your partner any two past continuous verbs and any two reflexive pronouns. Read their story and remember that reflexive pronouns can only be used in certain ways. Correct any mistakes in their use.

STUDENT B

The Best Day Ever

Yesterday was the best day
of my life.

First, while I was sleeping, my
(past continuous verb)
children made themselves, breakfast
(reflexive pronoun)
so I did not have to wake up early!

Next, while I _____ the bus to work,
(past continuous verb)
my boss called and said all my co-workers
and I could have the day to _____.
(reflexive pronoun)

Then while my family _____ in the
(past continuous verb)
garden, the ice cream truck came and we

bought _____ ice cream!
(reflexive pronoun)

It was a great day!





Topics Polite requests Expressing past and future ability and obligation	Prepare Before Class Small objects (such as coins or game pieces)
Learning Strategy Use what you know	Goals Grammar: Modal verbs Speaking: Modal verbs “would” and “could” Pronunciation: Informal pronunciation with “what are you” and “would you”

Day 1

Introduce the Lesson Topic

Tell students, “Today we will learn about making polite requests. In other words, you will learn how to ask people to do an action in a kind, agreeable manner.”

Ask students, “Can you think of a time when you asked friends for help?” Encourage students to share events from their own life.

Say, “In this week’s lessons, we will see how Anna asks friends for help. We will learn how to ask for help in a friendly way.”

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 modal verbs.

Speaking Practice Script – Lesson 43

1. In this lesson, Anna asks her friends to help her. She uses modal verbs to make her requests more polite.

Modals are special verbs that help people show how they think about a possible fact or action.

Today, we will learn how to use would and could.

2. Listen to how she uses the modal verb “would” and the verb phrase “be able to” when she talks with Marsha and Ashley:

Anna: Would you be able to come downtown? Please?

Anna: Would you be able to come downtown? And could you give me \$20?

3. Another way to ask politely is to use “could.” Anna uses the modal verb “could” to ask Jonathan for money:

Anna: Well, I was wondering if you could give me some money.

Now you try it.

Ask politely for help:

Speak:

I need to practice speaking English.
_____ you please help me? (Could)

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

Ask students to write down one sentence using ‘would.’

Ask a few students to share their sentences.

Ask students to write down one sentence using ‘be able to.’

Ask a few students to share their sentences.

Ask students to write down one sentence using ‘could.’

Ask a few students to share their sentences.

Tell students, “We will keep working with these words in future classes.”

Present the Conversation

Tell students that the video will show Anna calling her friends for help. 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 43

1. Listen:
Would you be able to come downtown?

Speak:
_____ you _____ come downtown?
(would, be able to)

2. Listen:
I was wondering if you could give me some money.

Speak:
I was wondering if you _____ me some money. (could give)

Pronunciation Practice

The Pronunciation Practice video teaches how to pronounce “what are you” and “would you.” When words are written between slanted lines /_/, it is the sound you hear.

Pronunciation Practice Video Script – Lesson 43

1. In this lesson, you learn about asking for help politely.

When we talk with our friends, it is polite to sound more friendly by using casual or informal pronunciation.

Listen to how Anna says the words “would you” in an informal way with her friend Ashley.

Anna: Hi, Ashley, Hi!
What are you /whatchə/ doing?
Ashley: Oh! Hi Anna!
Anna: Ashley, I was wondering, uh, would you /wooje/ be able to come downtown?
And could you give me \$20?

2. Anna pronounces “what are you” as /whatchə/ and “would you” as /wooje/

Now you try it.

These sentences use formal pronunciation.

Listen, then say them using an informal pronunciation.

Listen:
What are you doing tomorrow? Would you like to go to the movies?

Speak:
_____ doing tomorrow? (/whatchə/)
_____ like to go to the movies?
(/wooje/)

Learning Strategy

Tell students that in today's lesson, they will learn to 'use what you know.'

Give an example. Point out how Anna finally solves her problem -- she plays her ukulele on the street, asking for money.

Say, "Anna knows that other people earn money by playing music on the street. She also knows how to play the ukulele. So she used what she knows to solve her problem. When we are speaking English and meet with a problem, we can also use what we know."

Explain, "Let's say I want to say something about this picture. I don't know what to call this machine. So, I can use some words I do know in English to describe it. I might say, 'This picture shows a machine with wheels and long, thin metal pieces. It looks a little like a rake. I think it's a piece of old farming equipment.'"



Continue, "Do you see what I did? I used what I know to tell you about the machine. In the activity for this lesson, we will practice using what we know, along with making polite requests and giving excuses."

Activity

Give students copies of the Activity Sheet.

Say, “Today we will practice using what we know and making polite requests with a game.”

Have two students come to the front to model the activity. Tell one to ask the question on the left side of the sheet:

Could you drive me to the airport?

Then point out the images showing a doctor and a person who looks ill. Ask a student to fill in the spaces and give an excuse: “Sorry, I have to go to the doctor.”

Tell students to continue in this manner and then find a partner to play the game with.

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’s times like this I remember my father’s important words. He said, “Anna, never ... ” No wait, “Always have emergency money.”
2. Marsha says. “Anna, I can’t. I’m too busy. I have to give a big presentation in one hour. Sorry!”
3. Ashley says, “Anna, I’m not worried about the money. I’m babysitting.”
4. Jonathan says, “I’m at the airport with my mother. Her flight leaves in two hours.”
5. Anna says, “Well, Plans A, B, C, D and E did not work. Think, Anna, think. Time for Plan F. (singing) Won’t you give, could -- Thank you very much, sir!”

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:

Did you ever have a problem that a friend helped you to solve?

Resources

Conversation

- Anna: Hey there! Tonight, I am teaching my ukulele class. It is far away. So, I am going to ride the Metro. Oh, no! I lost my wallet! It has my Metro card, my credit card and my money! Oh, no!
- Anna: It's times like this I remember my father's important words. He said, "Anna, never ... " No wait, "Always have emergency money." ." (Anna pulls an envelope out of her bag and looks inside) It's empty. Time for Plan B. 'Extra Emergency Money.' (Anna pulls another envelope out of her bag and looks inside)
- Anna: No! It's empty too! Anna, it's time for Plan C.
- Anna: Hi, Marsha!
- Marsha: Hi Anna. What's up?
- Anna: I'm stuck downtown without any money. Would you be able to come downtown? Please?
- Marsha: Anna, I can't. I'm too busy. I have to give a big presentation in one hour. Sorry!
- Anna: That's ok. Good luck with your presentation!
- Marsha: Thanks!
- Anna: Time for Plan D.
- Anna: Hi, Jonathan! How's it going?
- Jonathan: Hey, Anna. Things are great. What's up?
- Anna: Well, I was wondering if you could give me some money.
- Jonathan: What?
- Anna: See, I lost my wallet and I'm stuck downtown and I --
- Jonathan: Anna, I wish I could. I'm at the airport with my mother. Her flight leaves in two hours.
- Anna: That's okay. Tell your Mom to have a nice trip!
- Jonathan: I do wish I could help. Thanks.
- Anna: 'Bye.
- Anna: This is serious. Time for ... Plan E.
- Ashley: Hello.
- Anna: Hi, Ashley! What are you doing?
- Ashley: Oh! Hi Anna!
- Anna: (Anna hears a child crying through the phone.) Ashley, I was wondering, uh, would you be able to come downtown? And could you give me \$20?
- Ashley: Anna, I can't.
- Anna: I'll pay you back the money. I promise.
- Ashley: Anna, I'm not worried about the money. I'm babysitting. (off-camera to niece) That was very, very, bad!

Anna: Well, losing your wallet is bad, but it's not the end of the world, Ashley.

Ashley: I was talking to my niece, Anna.

Anna: Well, thanks anyway, Ashley!

Ashley: Good luck getting money.

Anna: Good luck babysitting!

Ashley: Thanks.

Anna: Well, Plans A, B, C, D and E did not work. Think, Anna, think. Time for Plan F.

Anna: (singing) Won't you give, could -- Thank you very much, sir! -- would you give me money, won't you give -- Thank you very much! -- could you give, won't you give me money -- until next time! -- won't you give me money?

Key Words

airport - *n.* a place where aircraft land and take off and where there are buildings for passengers to wait in and for aircraft to be sheltered

babysit - *v.* to take care of a child while the child's parents are away

could - *modal verb.* used in speech to make a polite request or suggestion

downtown - *adv.* to, toward, or in the main or central part of a city or town

emergency - *n.* an unexpected and usually dangerous situation that calls for immediate action

empty - *adj.* containing nothing

flight - *n.* a journey on an airplane

presentation - *n.* an activity in which someone shows, describes, or explains something to a group of people

wallet - *n.* a small folding case that holds paper money or credit cards

without - *prep.* not having or including (something)

wonder - *v.* to have interest in knowing or learning something

worried - *adj.* feeling or showing fear and concern because you think that something bad has happened or could happen

would - *modal verb.* used to ask a polite question or to make a polite request, offer, or invitation

Quiz - Level 1, Lesson 43 - Time for Plan B

Listen. Circle the letter of the correct answer.

1. What does Anna remember?

- a. The words of her father
- b. To call her father
- c. To bring emergency money
- d. Her father's wallet

4. What does Jonathan have to do?

- a. Help a friend get to the airport
- b. Wait with his mother at the airport
- c. Go on a trip with his mother
- d. Take Anna to the airport

2. What is Marsha's answer to Anna's question?

- a. She is not able to give Anna money.
- b. Marsha must present at work soon.
- c. She will go downtown to help Anna.
- d. Marsha is listening to the television.

5. What strategy is Anna using when she plays her ukulele?

- a. Use Selective Attention
- b. Summarize
- c. Use What You Know
- d. Focus

3. What does Ashley tell Anna?

- a. Anna is a very bad friend.
- b. Ashley lost her wallet, too.
- c. She is worried about money.
- d. Ashley is watching her niece.

STEP 1

Finish the sentence below using words from the word bank.

WORD BANK

have

able

go

airport

am

doctor

tired

drive

be

would

to

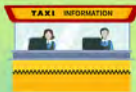
could



Could you drive
me to the airport ?



Sorry, I _____
_____ to the _____ .



_____ you _____
_____ to call a taxi for me?



Sorry, I _____ too
_____ .



GAME INSTRUCTIONS

Each player places an object on the 'Start' space. Take turns closing your eyes and touching the numbered space below. The number you touch tells you how many spaces forward you move. The different spaces have different rules. Follow the instructions on the dark spaces. On the white spaces, let your partner read the question aloud. Look at the picture next to the number you touched and use what you know to create an excuse as a response. If you cannot think of an excuse you must move back to your original space. The first person to reach the 'Finish' space wins.

START **GO BACK TO START** Could you help me clean my apartment? Would you be able to carry my books? **MOVE AHEAD ONE SPACE**

Could you show me where the library is? **GO BACK TO START** **FINISH** **LOSE YOUR NEXT TURN** Would you be able to help me study?

Could we stay with you this weekend? **CHANGE PLACES WITH YOUR FRIEND**

Would you be able to cook us dinner? **MOVE AHEAD TWO SPACES** Would you be able to take her to school? **GO BACK ONE SPACE** Could you show me how to fix my bicycle?

I touched the number 2. I go two spaces ahead.
Sorry, I have to go to a party.

Okay. "Could you help me clean my apartment?"

NUMBER PAD

1	2	3	1	2
2	4	1	4	1



LEVEL 1
LESSON 44
MAKING
HEALTHY
CHOICES



Topics Nutrition Food Choices	Prepare Before Class Photos of healthy foods and junk foods for practice activities
Learning Strategy Classify	Goals Grammar: Modals Speaking: “Mustn’t” and “don’t have to” Pronunciation: “Mustn’t”

Day 1

Introduce the Lesson Topic

Tell students, “Today we will learn about saying actions that you must do and actions that you do not have to do.”

Ask students, “Can you think of a time someone told you that you must not do something?” Write their answers on the board. Then ask them, “Can you think of a time when someone told you that you had a choice to do something?”

Say, “Today we will learn how to talk about those 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.

Speaking Practice

After the key words, the video teaches about the difference between “mustn’t” and “don’t have to.”

Speaking Practice Script – Lesson 44

1. Difference between mustn’t and don’t have to

The modal verb “must” means that a person has a strong obligation or need to do something, as in “You must drink water to live.”

When “must” is used with a negative, “not,” it means you have a strong obligation to NOT do that thing. The short form of “must not” is “mustn’t.”

2. In this lesson, the two parts of Anna’s mind tell her what she should or should not buy at the supermarket.

Anna’s “Healthy” thoughts talk in a formal way, using “mustn’t.”

Healthy*: Anna, you mustn’t eat junk food. Junk food will kill you.

3. Anna’s “Junky” thoughts talk in an informal way, using “don’t have to.” This has the opposite meaning of “mustn’t.”

If someone tell you that you don’t have to do something, they mean you have a choice. It is not necessary to do the thing. Listen to Anna’s “Junky” thoughts tell her she doesn’t have to buy bread.

Junky: You don’t have to buy bread. Buy some donuts, Anna!

4. Now you try it. Tell a friend about a thing they must NOT do.

Listen to this example:

You mustn’t stop trying to learn English.

Speak: You mustn’t _____ (student choice)

Now tell a friend something they don’t have to do.

Listen:

You don’t have to talk like a native speaker.

Speak: You don’t have to _____. (student choice)

Day 2

Present the Conversation

Tell students that the video will show Anna going to the store. One part of her wants junk food. The other part wants healthy food. 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 44

1. Listen: It is important to eat healthy foods.

Speak: It is _____ to eat _____ foods.
(important, healthy)

2. Listen: She mustn't buy donuts.

She _____ buy donuts. (mustn't)

Pronunciation Practice

The Pronunciation Practice video teaches how to pronounce “must” and “mustn't.”

Pronunciation Practice Video Script – Lesson 44

1. When English speakers say the word “must” they pronounce the /t/ sound at the end.

Listen to Anna’s “Healthy” thoughts in the supermarket:

Healthy: Good idea, Anna. You must eat more vegetables ... like celery!

But when English speakers say the word “mustn't” they do not pronounce the first /t/ sound.

They do pronounce the /t/ sound at the end of the short form of “not.”

2. Listen again to Anna’s “Healthy” thoughts in the supermarket.

Healthy: Anna, you mustn't eat junk food. Junk food will kill you.

Now you try it. Repeat this sentence and notice how you pronounce “mustn't” with only one /t/ sound.

Listen:

I must practice English every day. I mustn't stop listening to English on VOA Learning English.

Speak:

I _____ practice English every day. I _____ stop listening to VOA Learning English.
(must, mustn't)

Tell students, “Now we will practice some more.” Write Healthy’s lines on the board:

1. Good idea, Anna. You must eat more vegetables ... like celery!

2: Anna, you mustn't eat junk food. Junk food will kill you.

Ask students to work in pairs to repeat the lines. Tell them to be very careful to pronounce the words just like in the video. Give them other sentences to practice if time is left in class.

Learning Strategy

Tell students that in today's lesson, they will learn to classify, or group words that are alike.

Give an example. Say, "Anna is classifying when she says she has some thoughts about eating healthy foods, and different thoughts about eating junk food. You can classify when you group words that you want to learn. For example, you can think about whether a new word is a noun or a verb. Or you can group words used to talk about a topic, like food."

Continue, "There are many ways we use classifying when we learn a new language. We'll practice it in our activity today."

Activity

Give students copies of the Activity Sheet.

Explain, "Begin by matching the pictures at the top with the words."

Help students to match the picture of ice cream with the words.

Ask students to start. "Can you classify ice cream? Is it healthy?" Tell students to use one of the Measure Words in the box to make their sentences.

If they say "Yes, ice cream is healthy" ask them to make a sentence with 'must' as in, "You must eat a little ice cream."

If they say ice cream is junk food, they should make a sentence like, "You mustn't eat lots of ice cream."

Have students form partners do the activity sheet together.

When students have finished, ask several students to tell you one or two of the sentences they wrote or have them write the sentences on the board.

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'm hungry. When I'm hungry, I only want to eat junk food! But I know I should eat healthy food. So, I fight with myself. One side says, 'You should eat healthy food.' The other side says, 'But I want to eat junk food!'"
2. Healthy says, "Good idea, Anna. You must eat more vegetables ... like celery!"
3. Junky says, "Celery is 95 percent water - 100 percent NOT ice cream. I love the web!"
4. Anna says, "Will you two please be nice to each other? It is important to eat healthy foods. But, a little junk food will not kill me."
5. Healthy says, "No wait, go back! Go back! We forgot fruit. Go back!!"

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 when you shop for food? Do you sometimes fight with yourself as Anna does in this lesson? What do you fight about?

Give students time to write. If time allows, have students trade with a partner and read each other's work.

Resources

Conversation

- Anna: Hi there, Ashley!
- Ashley: Anna! Hi! Where are you going?
(Anna's stomach growls loudly)
- Ashley: What was that?
- Anna: I'm hungry. When I'm hungry, I only want to eat junk food! But I know I should eat healthy food. So, I fight with myself. One side says, 'You should eat healthy food.' The other side says, 'But I want to eat junk food!'
- Ashley: Well, Anna, go to the Giant supermarket. You should be able to find all kinds of food there - for all of you.
- Anna: Good idea, Ashley. See you later!
- Ashley: 'Bye, Anna.
- Anna: Wow! This supermarket is huge! Look at all of these fruits and vegetables! I should eat more vegetables.
- Healthy*: Good idea, Anna. You must eat more vegetables ... like celery!
- Junky*: Celery?! Do you know what the web says about celery?
- Anna: No, what?
- Junky: "Celery is 95 percent water - 100 percent NOT ice cream." I love the web!
- Healthy*: Anna, you mustn't eat junk food. Junk food will kill you.
- Junky*: You are being silly.
- Healthy: No, you are!
- Junky: No, you are.
- Anna: Will you two please be nice to each other? It is important to eat healthy foods. But, a little junk food will not kill me. Hmm, ice cream. Ice cream does sound good.
- Junky: Take this cart to the frozen food aisle!
- Healthy: No wait, go back! Go back! We forgot fruit. Go back!!
- Anna: Okay, we are in the frozen food aisle!
- Junky: Mmm, ice cream!
- Healthy: Mmm, frozen peas!
- Junky: Nobody says, 'Mmm, frozen peas. They say, 'Mmm, ice cream!'
- Healthy: Mmm, frozen peas!!
- Junky: Mmm, ice cream!!
- Anna: I am not going to tell you two again! Stop fighting!
- Anna: I smell fresh bread! I love the smells of a bakery!
- Healthy: Oh, Anna, let's buy a fresh loaf of whole wheat, organic bread!
- Junky: You don't have to buy bread. Buy some donuts, Anna!
- Healthy: You mustn't buy donuts. They are only fat and sugar.
- Junky: Exactly! You know, you are really no fun at all.

Healthy: And you must think having high cholesterol is fun.
Junky: Everyone likes donuts! That is why you don't have friends!
Healthy: And that is why your cholesterol is so high!
Junky: My cholesterol is none of your business!!
Healthy: And I have lots of friends!!
Anna: Stop it! Stop it! Stop it! I am sick and tired of the both of you!!
Anna: I know what you two need!
Junky: Anna! What are you doing?
Healthy: Put me down!
Anna: You two need to cool off!
Anna: I am going to go buy my healthy food and my junk food! Good bye!
Anna: Until next time ...

** Note: "Healthy" and "Junky" are Anna's thoughts about what she should eat.*

Key Words

aisle - *n.* a passage where people walk through a store or market

bakery - *n.* a place where bread, cakes, cookies, and other baked foods are made or sold

cart - *n.* (shopping cart) a metal basket on wheels used to hold groceries while you are shopping

cholesterol - *n.* a substance that is found in the bodies of people and animals, a high percentage raises the risk of coronary heart disease

cool off - phrasal verb. to become calm after a period of anger or conflict

fat - *n.* an oily solid or liquid substance in food

freeze - *v.* to become a hard substance (such as ice) because of cold (past participle: frozen)

healthy - *adj.* good for your health or healthful

junk food - *n.* food that is not good for your health because it contains high amounts of fat or sugar

kill - *v.* to cause the death of (a person, animal, or plant)

must - *modal verb.* used to say that something is required or necessary

organic - *adj.* food that is grown or made without the use of artificial chemicals

smell - *n.* the quality of a thing that you can sense with your nose

smell - *v.* to use your nose to sense smells

sugar - *n.* a sweet substance usually in the form of white or brown crystals or white powder that comes from plants and is used to make foods sweeter

whole wheat - *adj.* made from wheat from which no part (such as the bran) has been removed

Quiz - Level 1, Lesson 44 - Making Healthy Choices

Listen. Circle the letter of the correct answer.

1. What does Anna say about the times she is hungry?

- a. She usually eats healthy foods.
- b. Two sides of her tell her to eat healthy food.
- c. She never wants to eat junk food.
- d. Two sides of her fight about what to eat.

4. What does Anna say to Junky and Healthy?

- a. Healthy and junky foods are the same.
- b. It is important to eat healthy foods, but some junk food is ok.
- c. Will you two be nice to me?
- d. I know that junk food will kill me, so I only eat healthy food.

2. What does Anna's healthy side say?

- a. Healthy says "You mustn't eat junk food!"
- b. She says that Anna doesn't have to eat celery.
- c. Healthy say that Anna should eat more celery.
- d. She says that there are many good vegetables.

5. Why does Healthy want to go back?

- a. Healthy wants Anna to buy ice cream.
- b. She thinks Anna should look for peas.
- c. Healthy wants Anna to buy some fruit.
- d. She wants Anna to buy more vegetables.

3. What does Junky say about celery?

- a. She says that ice cream is better than celery.
- b. Junky says that she learned to love celery.
- c. She says that people on the web like celery.
- d. Junky says that it has 95% water and no ice cream.

6. What statement means the same as "You mustn't buy donuts"?

- a. You really ought to buy donuts.
- b. It is necessary to buy donuts.
- c. You should not buy donuts.
- d. You don't have to buy donuts.

STEP 1

Match the pictures below with the correct names. Next, work with a partner to use the modals below to classify the different food and drinks as healthy or not so healthy.



- alcohol
- ice cream
- nuts
- bread
- fruit
- milk
- vegetables
- fish

STEP 2

Write one sentence about each food using the modals below. Try to use the measure words you see below as well if you can.

MEASURE WORDS

- Too much
- a little
- lots of

Vegetables are good for you. You must eat them to be healthy.

Yes. You must eat lots of vegetables.

must	* <i>You must eat lots of vegetables.</i> _____ *
should	* _____ *
don't have to	* _____ *
mustn't	* <i>You mustn't drink too much alcohol.</i> _____ *



LEVEL 1
LESSON 45
THIS LAND IS YOUR
LAND

Topics Talking about upcoming events Expressing desires to see sights or do activities on a trip	Prepare Before Class Pictures of places in the U.S. (Grand Canyon, Statue of Liberty and others, as seen in the Resources section)
Learning Strategy Predict	Goals Grammar: Future continuous verb tense Speaking and Pronunciation: Reduced form of “will” in future continuous tense

Day 1

Introduce the Lesson Topic

Ask students, “Do you like to travel? Did you ever go on a trip with a friend? If not, where do you want to travel in the future?” Tell students to turn to their neighbor and respond. Ask students to give many examples of places they have traveled or want to travel.

Say, “Today, we will see Anna and Marsha taking a road trip together. Can you guess what road trip is?” Take responses from a few students. Explain that the words “road trip” are used when people together for a long distance by car.

Finish with, “We will also hear Anna and Marsha use a verb tense to talk about plans.”

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 play the second half of the video. Save it for use on Day 2.

Present the Conversation

Tell students that the video will show Anna and Marsha on a road trip across the United States. Say, “What will they see? Let’s find out.”

Main Video Script – Lesson 45

1. Listen:

Will we be stopping soon?

Speak:

___ we ___ soon? (Will, be stopping)

2. Listen:

We won’t be stopping soon.

Speak:

We ___ be ___ soon. (won’t, stopping)

Day 2

Speaking Practice

After the key words, the Speaking Practice video teaches about using the future continuous verb tense to talk about plans.

Speaking Practice Video Script – Lesson 45

1. Future Continuous Tense

In this lesson, you hear Anna and Marsha using the future continuous verb tense. The tense uses this structure: will + BE + verb + -ing.

The future continuous tense shows that an action in the future goes on for a period of time. Listen to Marsha as she talks about the road trip.

Marsha: We will be driving for a long time. So, we might get bored.

The future continuous tense is helpful for predicting or telling someone what will happen in the future.

2. While Anna is driving, she predicts what will happen soon.

Anna: Okay, we will be stopping for gas and a bathroom break in about an hour.

Now, you try it. Answer the question with the future continuous tense.

Listen:

Will you be finishing Let’s Learn English soon?

Speak:

Yes, I ___ be ___ Let’s Learn English soon! (will, finishing)

Pronunciation Practice

The Pronunciation Practice video teaches about saying the reduced form of “will” in the future continuous tense.

Pronunciation Practice Video Script – Lesson 45

1. In this lesson, you hear Anna and Marsha using the future continuous verb tense. When Americans use this tense, they usually reduce, or shorten, the word “will” to /l/.

Anna: We’ll be eating lunch in about two hours.

Notice that American English speakers also reduce the time expressions such as “in about two hours” to /nabout/ two hours.

2. Now, you try it. Shorten “will” to /l/ and “in about” to /nabout/.

Listen:

When will we be stopping?

Speak:

We’ ___ be stopping ___ ___ an hour. (We’ll, in about)

Practice Future Continuous

Say, “Now, let’s practice future continuous.” Ask students to find the places in the conversation when Anna and Marsha use this verb tense. As they respond, write their answers on the board:

We will be driving for a long time.

Will we be stopping soon?

We’ll be eating lunch in about 2 hours.

We will be arriving in New York City very soon!

Guess what we’ll be seeing?

Show the form of the future continuous. Say, “These sentences use the future continuous verb tense. We use it for an action or event that will be in progress at a time later than now.”

Say, “You make it this way” and write this on the board:

will + BE + verb + ing

Put students into pairs. Be sure that one person in each pair has very strong English skills.

Ask students to make a few sentences using your classroom schedule. Give them time to write and then let several pairs share a sentence with the class.

Here are examples of possible sentences:

- We will be taking a break in about fifteen minutes. (the break may be 10 to 15 minutes long.)
- At this time tomorrow, we will be studying English. (the studying will be taking up a period of time)
- On Wednesday, we will be learning about _____. (the learning will take up a period of time)

Answer questions students may have about the future continuous verb tense.

Day 3

Learning Strategy

Tell students, “In our practice today, we will learn how to predict while we are using the future continuous verb tense. Predicting is making a guess about what will happen.”

Continue, “For example, in the video, Marsha says, ‘We will be driving for a long time. So, we might get bored.’ If you were Marsha, what would you do?” Ask students to suggest some activities that are good for passing time in the car, such as playing games, reading, or listening to music.

Write on the board or ask students to write down some things Marsha could bring on the trip such as books, a music player or games.

Say, “We see Marsha and Anna can predict that they will have a long trip. So, they can prepare for it. The same thing is true of using English. When we can predict that something will happen, we can prepare our minds for it. In reading or listening to English, if we predict what might happen, our brains may find it easier to understand the language we hear.”

Activity Sheet

Say, “Let’s practice predicting today while we are using the future continuous tense.” Give students copies of the Activity Sheet.

Explain how to do the first activity. Point to the places on the U.S. map and ask students to name the places shown: Seattle, Hawaii, and others.

Then ask two students come to the front of the class to show the second activity. Student A and Student B should take turns asking each other questions about their road trip:

Student A: Where do you want to go on your vacation?

Student B: On my vacation, I want to visit the Statue of Liberty.

Student A: Oh, will you be taking photos there?

Student B: Yes. Where will you be going on your vacation?

Put students into pairs to do the Activity Sheet together and write three sentences each about the activities they will be doing.

When they have finished, ask several students to tell the class one or two sentences they wrote or ask them to write the sentences on the board. Then, 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, “My roommate Marsha and I will be on vacation at the same time, so we are going on a road trip together!”
2. Anna says they just left D.C. and says, “We’ll be eating lunch in about two hours.” She says Marsha can have an apple and wait for lunch.
3. Marsha threw Anna’s list out of the car. Throwing trash on the ground is called littering.
4. Marsha fell asleep and Anna went in the wrong direction. Marsha says, “North Dakota? We are going in the wrong direction. We want to go to South Dakota.”
5. Anna says, “We did everything on page 1 of the list. Here are pages 2, 3, and 4. We’ll be very busy driving back to Washington, D.C.!”

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:

Did you ever take a road trip or a journey with a friend? Where did you go and what did you do there? Did you see any sights along the way? If you have not taken a road trip, tell about where you would like to go on a road trip.

Give students time to write. Then, ask a few students 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 love Washington, D.C. But I want to see more of the United States. My roommate Marsha and I will be on vacation at the same time. So, we are going on a road trip together!

Hi, Marsha!

Marsha: Hi!

Anna: I packed my bags and I am ready to go!

Marsha: Did you make a list of all the places you want to see?

Anna: I did. I want to see New York City and the Statue of Liberty!

Marsha: And I want to see Mount Rushmore!

Anna: (Anna writes) Mount Rushmore.

Marsha: And don't forget the Grand Canyon!

Anna: (Anna writes) Let's not forget California's redwood forest! There are so many places to see!

Marsha: We will be driving for a long time. So, we might get bored.

Anna: Bored? No way! We can talk.

Marsha: Or not talk.

Anna: We can play word games. We can sing! You know, our trip is like that famous American song. (sings) "This land is your land, This land is my land ..."

Marsha: (sings) "...from California to the New York island ..."

BOTH: "... to the redwood forest to the Gulf stream waters ... this land was made for you and me!"

Marsha: Will we be stopping soon?

Anna: We won't be stopping soon.

Marsha: I'm hungry.

Anna: Marsha, we just left D.C.! We'll be eating lunch in about 2 hours. Can you wait?

Marsha: I guess.

Anna: Here, have an apple. It's organic!

(Anna throws the apple. It goes out the window.)

Marsha: Thanks.

Marsha: Okay, we will be arriving in New York City very soon!

Anna: I can't wait to see The Big Apple! Marsha, look! There she is!

Marsha: The Statue of Liberty!

Anna: She is awesome!

Anna: Marsha, in ten minutes, guess what we'll be seeing?

Marsha: What?

Anna: The largest rocking chair in the world!

Marsha: No, we won't be seeing that.

Anna: Marsha, it's on my other list -- Best Roadside Sights.
(Marsha grabs the paper and throws it out the window.)

Anna: Oh no! We littered! And my list is gone. Don't worry. I brought the book. (lifts up large book, starts reading)
(Later)

Anna: ... and that is why I am so afraid of sheep.

Marsha: (snores a little)

Anna: Wow, I feel better. Marsha, you are a great listener.

Marsha: (waking up) Where are we?

Anna: We will be entering North Dakota any minute now!

Marsha: North Dakota! We are going in the wrong direction! We want to go to South Dakota!

Anna: No problem. I will just exit the highway. We will be going south ... in just a minute.

There. Done! We're going south! Okay, we will be stopping for gas and a bathroom break in about an hour.

Marsha: Then we will be very near to Mount Rushmore!

Anna: Yay! Dead presidents' heads on the side of a mountain!

Anna: We did it, Marsha! We made it to California! It's beautiful!

Marsha: And we saw everything on the list!

Anna: Well, we saw everything on page 1 of the list.

Marsha: What do you mean "page 1?"

Anna: Oh. Here are pages 2, 3 and 4! We'll be very busy driving back to Washington, D.C. Until next time ... !

** This Land is Your Land was written by American folk singer Woody Guthrie. See below for the lyrics.*

Key Words

break - *n.* a brief period of time during which someone stops an activity

direction - *n.* the course or path on which something is moving or pointing

enter - *v.* to go or come into (something)

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

highway - *n.* a main road that connects cities and towns

land - *n.* the solid part of the surface of the Earth

litter - *v.* to throw or leave trash on the ground in a public place

pack - *v.* to put (something) into a bag or suitcase so that you can take it with you

place - *n.* a specific area or region of the world

ready - *adj.* prepared to do something

road trip - *n.* a long trip in a car or truck, etc

rocking chair - *n.* chair that moves back and forth on rockers that are attached to its legs

PLACE NAMES:

California

Grand Canyon

Gulf Stream

New York City

North Dakota

Mount Rushmore

Redwood Forest

South Dakota

Statue of Liberty

Quiz - Level 1, Lesson 45 - This Land is Your Land

Listen. Circle the letter of the correct answer.

1. Why are Marsha and Anna going on a road trip together?

- a. They came from different parts of the ‘ country.
- b. They want to see Washington, D.C. on vacation.
- c. They have vacation at the same time.
- d. They stopped working at the same place.

4. What happened while Anna was telling a story?

- a. Anna got angry with Marsha for falling asleep.
- b. Marsha fell asleep and Anna went in the wrong direction.
- c. Anna drove the car toward South Dakota.
- d. Marsha looked at the book and chose some sights.

2. What does Anna explain to Marsha?

- a. They left DC only a short time ago, so they will drive for two hours.
- b. Anna suggests that Marsha could have a snack
- c. Anna says that Marsha should wait for lunch.
- d. Anna explains all of these things to Marsha.

5. What strategy is Anna using when she says, “We’ll be very busy driving back to Washington, D.C.”?

- a. Cooperating
- b. Personalizing
- c. Using a graphic image
- d. Predicting

3. For what reason does Anna say, “Oh, no! We littered”?

- a. Anna and Marsha do not agree on where to go.
- b. Marsha threw the paper out of the window.
- c. Anna forgot to tell Marsha about the sights.
- d. Marsha doesn’t want to see the rocking chair.

Change the present form of the activities below to the future continuous form. Then look at the map below with a partner. Talk with your partner about plans for a future road trip. Write three sentences predicting what will be happening on that road trip using the future continuous tense.

PRESENT

take photos

drink coffee

go skiing

surf

dance

FUTURE
CONTINUOUS

will be
taking
photos



Seattle



Hawaii

Rocky
Mountains



Statue of
Liberty



Miami

On my vacation I want to visit the Statue of Liberty.

Yes!

I will be taking photos at the statue of liberty.

Nice. Will you be taking photos there?



This Land Is Your Land
Words and Music by Woody Guthrie

Chorus:

This land is your land This land is my land
From California to the New York island;
From the red wood forest to the Gulf Stream waters
This land was made for you and Me.

As I was walking that ribbon of highway,
I saw above me that endless skyway:
I saw below me that golden valley:
This land was made for you and me.

I've roamed and rambled and I followed my footsteps
To the sparkling sands of her diamond deserts;
And all around me a voice was sounding:
This land was made for you and me.

When the sun came shining, and I was strolling,
And the wheat fields waving and the dust clouds rolling,
As the fog was lifting a voice was chanting:
This land was made for you and me.

As I went walking I saw a sign there
And on the sign it said "No Trespassing."
But on the other side it didn't say nothing,
That side was made for you and me.

In the shadow of the steeple I saw my people,
By the relief office I seen my people;
As they stood there hungry, I stood there asking
Is this land made for you and me?

Nobody living can ever stop me,
As I go walking that freedom highway;
Nobody living can ever make me turn back
This land was made for you and me.

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Listen on YouTube:

Woodie Guthrie: <https://youtu.be/wxiMrvDbq3s>

Pete Seeger & Bruce Springsteen: <https://youtu.be/wnvCPQqQWds>

Gulf stream



Grand Canyon



California



Mt. Rushmore



North Dakota



New York City



Statue of Liberty



South Dakota



Redwood Forest





LEVEL 1
LESSON 46
MAY I BORROW
THAT?

Topics Asking for permission	Prepare Before Class Pens, highlighters, staplers, and other similar office supplies Photos of office supplies
Learning Strategy Act It Out	Goals Grammar: Verb structures with lend, borrow, and loan Speaking: Asking for permission, borrowing things Pronunciation: Words ending with “r”

Day 1

Introduce the Lesson Topic

Ask students, “Do you ever forget words in English? Sometimes you know the word, but it just will not come out of your mouth as fast as you want it to. What do you do when that happens?” Write students’ strategies on the board. Possible answers may be: use gestures, draw a picture, use similar words, or translate into a shared language.

Refer to the list you and the students have created, and explain, “Sometimes, we need to use one of these strategies when we are talking in a noisy room. Have you wanted to say something but the other person can’t hear you? We will see what Anna does at a time like that in today’s lesson.”

Tell students, “In this lesson, we will learn about how to use the verbs “borrow” and “lend.” Explain, “Anna says she needs to ‘borrow a couple of things’ to make her friend a present. Let’s find out how she does it in this lesson.”

Teach Key Words

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

Speaking Practice

After the key words, the video teaches how to talk about borrowing or lending.

Speaking Practice Script – Lesson 46

1. Asking for permission

When Americans ask for permission they can choose to use either may or can.

In this lesson, Anna asks her coworkers to borrow some things using “may.”

“May” is the more polite way to ask.

2. English teachers in the past told students to use only “may” to be polite when asking for permission.

Now grammar teachers tell us it is fine to use “can” to ask permission.

Listen to help Anna asks Jonathan for permission to use his scissors.

Now you try it.

_____ I _____ your book?

(May/Can, borrow)

Present the Conversation

Tell students that the video will show Anna borrowing things at her office. 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 46

1. Listen:

Can I borrow your scissors?

Speak:

Can I _____ your scissors? (borrow)

2. Listen:

Yes, I can lend them to you, but you must return them.

Speak:

Yes, I can ____ them to you, but you must _____ them. (lend. return)

Ask students to find the places in the conversation when Anna and her friends use the words borrow, lend, or loan. Write them on the board:

- Amelia, may I borrow your stapler?
- I can lend you my stapler, Anna.
- Jonathan! Can I borrow your scissors?
- Yes, I can lend them to you, but you must return them.
- Many people loaned or shared their supplies

Have two students come to the front of the room and help demonstrate the concepts of borrowing and lending with a book or other classroom object. Prompt them to act out each sentence as you or they say it aloud. Say, “Student A, you want to borrow Student B’s book. Please ask for it using ‘may.’”

Student A: May I borrow your book, Student B?

Say, “Student B, tell Student A you can lend him/her the book, but they must bring it back to you tomorrow.”

Student B: Sure, I can lend you the book. But please bring it back tomorrow.

English learners have trouble with the verbs borrow, lend and loan. Here’s how to remember the difference.

BORROW - starts with the letter “b” and so does the phrase “bring it back.” When you borrow something, you must bring it back.

LEND and **LOAN** - start with the letter “l” and so does “let.” When you lend or loan something, you let someone use it. These words can be used in most of the same situations. Loan can also be a noun.

Day 2

Pronunciation Practice

The Pronunciation Practice video teaches pronunciation of words that end with an “r” sound in American English.

Pronunciation Practice Video Script – Lesson 46

1. In this lesson, You hear Anna using many words that end with the letter “r.”

Anna: It has paper, pens, tape, erasers, rubber bands, binder clips, paper clips, and a light!

One difference between British and American English is the pronunciation of the sound of /er/ at the end of the word.

2. In American English that sound is a strong /er/ as in stapler.

In British English, the sound is closer to /ah// as in /staplah/ Now you try it. Say the words as Anna says them.

Speak:

It has paper, pens, tape, erasers, rubber bands, binder clips, paper clips, and a light!

Learning Strategy

Introduce the strategy ‘act it out’ by playing the video clip of Anna asking Jonathan to borrow his scissors, or having two students act it out. “In this lesson, Anna wants to ask Jonathan to borrow his scissors. But he is listening to music, and he doesn’t hear her. What does she do?” Have students describe in their own words the fact that Anna is miming, or gesturing, to show she wants to use the scissors.

Continue, “Remember when we talked about this earlier? You called it ‘making gestures’ (or a word in the students’ native language). We can also call this ‘acting it out.’ This strategy is special, because it can help us in two ways. One way is what we saw with Anna and Jonathan. You’re in a loud place, or you don’t remember a word, and you act it out with your hands or body. The other way it can help us is when we are learning new words or phrases. When we use an action, or act out a new word, it gives our brain a stronger connection, or link to the meaning of the word.

Let’s say we want to use it with the verbs ‘borrow’ and ‘lend.’ How can we act those verbs out?” Give students a chance to think and respond.

Give students these instructions. Tell students they can use either ‘may’ or ‘can’ when they ask for permission to borrow something:

1. Pick up a pen or pencil
2. Stand up
3. Face the student next to you
4. If you are the student facing the door put your own pen or pencil down, then ask your neighbor, “May I borrow a pen/pencil?” Hold out your open hand as you say the word ‘borrow,’ and make a writing motion as you say the word ‘pen’ or ‘pencil.’
5. If you are the student facing the window, tell your neighbor, “Yes, I will lend you a pen/pencil.” Hold the pen out to your neighbor as you say the word ‘lend.’
6. Now switch roles. People facing the window, ask: “Can I borrow a pen/pencil?” Move your open hand toward your partner as you are saying the word ‘borrow,’ and make a writing motion as you say the word ‘pen’ or ‘pencil.’
7. People facing the door, give your neighbor their pencil back. This time, let’s use the word ‘loan.’ As you hand the pen or pencil over, say “Yes, I can loan you a pen/pencil.”

“Let’s practice acting it out today while we are talking about borrowing and lending.”

Activity

Give students copies of the Activity Sheet. Explain, “Begin by completing the words in the left column.” When students have finished, have two students stand up and demonstrate the activity.

Explain, “Now, you can use the words to finish the sentences in the conversations on the right side of the sheet. As you say the new words, act them out - for example, when you say, ‘your highlighter,’ make the motion of writing with a highlighter.”

Students can demonstrate as below:

Student A: May I borrow (making the motion of receiving an object) your highlighter (making the motion of highlighting)?

Student B: Sorry, no. I am using it.

Student A: Do you have a stapler (making motion of stapling) I could borrow?

Student B: Yes. I have one I can lend (making the motion of handing a stapler over).

Have students form partners do the activity sheet together and write their own conversation and draw a picture of the object they are talking about at the bottom of the page. When students have finished, ask several volunteers to act out the conversation they wrote.

Day 4

Listening Quiz

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

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

1. Marsha asks, “Do you have pen and paper I can borrow?”
2. I forgot Marsha’s birthday! And I don’t get my paycheck until next week.
3. Anna asks, “Amelia, may I borrow your stapler?” Amelia answers, “Sure. I can lend you my stapler, Anna. But please return it. It’s my favorite stapler.”
4. Jonathan says, I can lend them to you, but you must return them. These scissors -- they are the sharpest scissors in the office.
5. Anna says she borrowed supplies from many people to make it. She learned how much people like their office supplies.

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:

Choose one:

1. In this lesson, Anna makes a gift for her friend Marsha. Did you ever make a gift for a friend or a family member? What was it? How did you make it?
2. Tell about a time that you borrowed something from a friend or lent something to a friend. What was it? When did you return it?

Resources

Conversation

- Anna: Anna: Have a nice day at work Marsha!
- Marsha: You too, Anna. Oh, wait. Do you have pen and paper I can borrow?
- Anna: Of course.
- Marsha: We are meeting at this restaurant tonight.
- Anna: What is happening tonight?
- Marsha: Today is my birthday. We are celebrating at 7pm tonight. Did you forget?
- Anna: Sorry, Marsha! I gotta go! See you later!
- Marsha: Don't forget! Tonight ... 7pm!
- Anna: I forgot Marsha's birthday! And I don't get my paycheck until next week. I know. I'll make her a gift. I'll just have to borrow a couple of things.
- Anna: Amelia, may I borrow your stapler?
- Amelia: Sure. I can lend you my stapler, Anna. But please return it. It's my favorite stapler.
- Anna: You can trust me. I understand. One time, I loaned my stapler to the wrong person.
- Anna: Thanks, Amelia.
- Amelia: Don't mention it. Bye, stapler!
- Anna: Jonathan! Can I borrow your scissors?
- Jonathan: Oh! Hi, Anna! What're you doing?
- Anna: Can I borrow your scissors? Sorry to bother you.
- Jonathan: Yes, I can lend them to you, but you must return them. These scissors -- they are the sharpest scissors in the office. Watch.
- Anna: Wow, those are sharp. I will be very careful.
- Jonathan: Okay.
- Anna: And I'll bring them back tomorrow.
- Jonathan: Good.
- Anna: Thank you.
- Jonathan: You're welcome.
- Anna: Happy Birthday, Marsha! (gives Marsha a gift)
- Marsha: Thanks, Anna! I love birthday gifts! Anna, it is ... interesting. What is it?
- Anna: Well, I know you love hats. And you need office supplies. So, this is your own office supply hat!
- Marsha: Wow! That is a lot of office supplies!
- Anna: Many people loaned or shared their supplies with me. Some people really love their office supplies. It has paper, pens, tape, erasers, rubber bands,] binder clips, paper clips, and a light!
- Marsha: What is the balloon for?
- Anna: The balloon will help your friends find you. Let's try it! You get a seat in the

restaurant - I will find you!

Anna: Sometimes all the money in the world can't buy the perfect gift. Until next time!

Key Words

borrow - *v.* to take and use (something that belongs to someone else) for a period of time before returning it

bring back - *phrasal verb.* to return with (something or someone)

celebrate - *v.* to do something special or enjoyable for an important event, occasion or holiday

gift - *n.* something that is given to another person

lend - *v.* to give (something) to (someone) to be used for a period of time and then returned

loan - *v.* to give (something) to (someone) for a period of time

mention - *v.* to talk or write about something or someone in a brief way

don't mention it - *expression.* used to answer someone who has just thanked you for something

paycheck - *n.* the money that you regularly earn

sharp - *adj.* having a thin edge that is able to cut things

supplies - *n.* [plural] : things (such as food, equipment, fuel, and so on) that are needed for a particular purpose

Quiz - Level 1, Lesson 46 - May I Borrow That?

Listen. Circle the letter of the correct answer.

1. What does Marsha want?

- a. To lend Anna something
- b. To borrow some paper and a pen
- c. To buy a birthday gift
- d. To write a story

4. What does Jonathan say about his scissors?

- a. They are the only scissors he has.
- b. They are the most expensive scissors he has.
- c. He is doing something with the scissors now.
- d. Anna must return them if he lends them to her.

2. Why does Anna want to make something?

- a. Anna does not have money to buy a gift.
- b. She has too many office supplies.
- c. Anna knows Marsha likes handmade gifts.
- d. She gave Marsha all of her paycheck

5. What do the friends say about the hat?

- a. Anna says "I am loaning the hat to you."
- b. Marsha says "The hat looks funny."
- c. Anna says "I borrowed supplies to make it."
- d. Marsha says, "I borrowed Anna's hat."

3. What is the main idea of this conversation?

- 1. Amelia wants to borrow a stapler from Anna.
- 2. Anna is giving someone a new stapler as a gift.
- 3. Amelia can lend her favorite stapler to Anna.
- 4. Anna wants to lend Amelia a stapler.

balloon



binder clips



eraser



paper



paper clips



pens



rubber bands



scissors



staple



stapler



tape



STEP 1

Fill in the missing letters to finish spelling the vocabulary words below. Use the new vocabulary and the words in the word bank to complete the conversation in the first three boxes below.

WORD BANK

LOAN

BORROW

LEND

HAVE



h i g h l i g h t e r

May I borrow your highlighter?

Sorry, no. I'm using it.



s p l

Do you _____ a _____ I could borrow?

Yes, I have one to _____ to you.



s c o r s

Can you lend me some _____?

Yes, I can _____ you some.



a e



a p e c l s



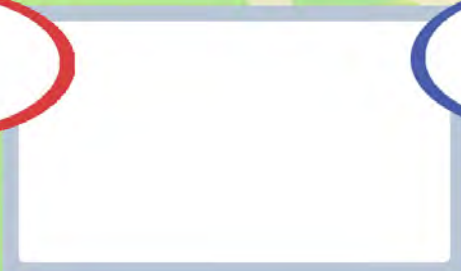
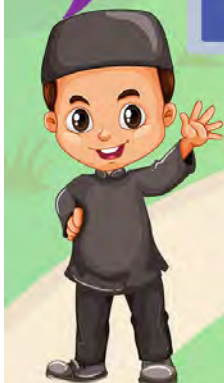
t u b a k

Could you lend me some scissors?

STEP 2

Now take turns with a partner asking politely to borrow something from each other. Act out using the object when you ask for it. Write your conversation and draw a picture of it in the box below.

Sure!





Topics Describing problems Offering and accepting help	Prepare Before Class Copies of a learner's dictionary, a thesaurus, and/or a visual dictionary Students' own dictionaries
Learning Strategy Find Out	Goals Grammar: Past and present continuous tenses; reflexive pronouns (reviews) Speaking: Offering and accepting help Pronunciation: Reduced form of "I will" to talk about the future.

Day 1

Introduce the Lesson Topic

Ask students to remember the last time they saw someone who needed help. Say, "What do you say in English when you see a friend who needs help? Let's say they are carrying a heavy box."

Instruct students to tell their neighbor their answer. Give students time to respond. Ask some pairs to share with the class.

Write students' responses on the board, such as:

- May I help you?
- Can I help you?
- Would you like some help?
- Do you need some help?
- What can I do for you?

Refer to the list you and the students have created, and explain, "In today's lesson we are going to learn about offering help and accepting help."

Teach Key Words

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

Learning Strategy

Continue: “The other thing we’re going to learn about today is how we find information when we need it. Let’s say you are writing an email to an English-speaking friend. You want to tell them about our last/upcoming school holiday, but you don’t know how to describe it in English. What can you do? Tell your neighbor your answer first.”

Instruct students to raise their hands if they want to share their answer after they have told their neighbor. Students may answer, “I look in a dictionary,” “Use Google to look for it in English” and “Ask a friend or my teacher.”

Write students’ responses on the board. Say, “Let’s see what our friends in the video do when they want to learn something new.”

Present the Conversation

Tell students that the video will show Anna and Pete talking about fixing his car.

Main Video Script – Lesson 47

1. Listen:

How can I help?

Speak:

_____ I help? (How can)

2. Listen:

When I was a teenager I was fixing cars myself.

Speak:

When I was a teenager I _____ cars myself. (was fixing)

Ask, “How does Pete know about fixing cars?” Give students time to respond.

Continue, “Pete is like many people who look at videos on You Tube to learn how to do something. How about Anna? How did she learn to fix cars?” Explain that when Anna said, “I learned from a master,” she means that she learned from a more experienced person.

Ask, “What are some other ways we can learn something new?” Ask students to look around the classroom for sources of information, encouraging them to think creatively. They may find dictionaries, textbooks, thesauruses, laptops, computers, cell phones, glossaries, wordlists, a teacher or other students.

Conclude, “You have many sources of information available to help you in learning English. We will practice using them in this lesson.”

Day 2

Speaking Practice

After the key words, the Speaking Practice video teaches how to offer and accept help from someone.

Speaking Practice Video Script – Lesson 47

1. Offering Help

In this lesson Anna sees her friend Pete. He is working on his car. Listen to the way she offers help to Pete:

Anna: How can I help? I was planning to visit some friends. But if you need help, I can help. I like helping.

Anna asks the question, “How can I help?”

Another way to offer help is to ask, “Would you like help with ____?”

Listen to this conversation:

A: “Would you like some help with your homework?”

B: “Yes I would like some help. I don’t understand question 4.”

2. Now you try it. A friend or family member cooked a meal for you. Now it is time to wash the dishes.

Speak:

Thanks for the delicious food. Do you need help _____ the dishes? (with)

3. Accepting Help

In this lesson Pete does not want Anna’s help.

Listen to his answer when Anna asks, “How can I help?”

Pete: Anna, I can fix it myself. But thanks. Because Pete and Anna are friends, Pete is using informal language. Normally we would say, “No, thank you. I can do it myself.”

If you do want to help, you can say “Yes I would like some help,”

4. Now you try it. Answer this question:

Listen:

Do you need help with learning English?

Speak:

Yes I do. I would like some help _____
_____. (with learning English)

Pronunciation Practice

The Pronunciation Practice video teaches about saying the reduced form of “will” when talking about the future.

Pronunciation Practice Video Script – Lesson 47

1. When Americans Reduce the words I + will To make I’ll, the short form sometimes it sounds like /ah/

Listen to Anna and Pete:

Anna: 450! That’ll take too long! If I fix your car, I’ll have it running in 10 to 15 minutes...
Um, I’ll get my tools. I’ll be back in a flash!

Pete: I’m out of gas. Sorry, Anna. I’ll go get some.

2. Now you try it.

Tell a friend you will return soon.

Speak:

_____ be back in a flash (I’ll /ah/)

Day 3

Activity Sheet

Remind students, “There are many way to find out what you need when you are learning English. Let’s use some of them today as we do the activity.”

Have students pair up. Then give each pair of students a set of the “A” and “B” copies of the Activity Sheet. Pass around books or resources you have brought to class or arrange for a work station at which students can use a computer to access online dictionaries.

Explain, “Begin by matching the words in the left column to the pictures. If you need help, be sure to look for the words in your dictionary or ask someone who may know the word.” When students have finished the matching, hold up the pictures of the household tools (see Resources) and ask students to say the name of each of them.

Explain, “Now let’s look at our houses. Each member of a pair has different problems in the house. Find your problems and complete the words next to the picture of the problem. Student A: ask your partner, ‘How can I help?’ Student B: tell your partner about your problem. Back to Student B: answer your partner with the name of one of the tools.

Have two students stand up and demonstrate the activity using the completed items on their Activity Sheets:

Student A: How can I help?

Student B: I have a clogged toilet.

Student A: I can help. I have a plunger.

Ask Student A to point to the picture of a plunger to show the meaning. Remind students they can refer back to the matching exercise as a source of information to help with the activity. Have the same pair demonstrate the second model with a different student beginning with “How can I help?”

Student B: How can I help?

Student A: My window is dirty.

Student B: I can help. I have some glass cleaner.

Tell students: “Remember, as you do this activity, you can stop to look for or ask about new words. Find out about the words you do not understand.” When students have finished, ask several students to act out the conversations they did.

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, “How can I help? I was planning to visit some friends. But if you need help, I can help. I like helping.”
2. Anna says, “Pete, I think I found your problem. These are spark plugs. They start the engine.” Pete says, “I know that, Anna. But there were too many spark plugs ... in there. So I took out the extra ones.”
3. Pete says, “Well, Anna, last night I was watching the online video course, ‘You CAN Fix a Car Yourself!’”
4. Pete says, “It’s not starting! It’s not starting!” and “This car is stupid ... stupid, stupid!”
5. The Master asks, “What are you forgetting, Anna?” Then Anna says, “You are out of gas.”

Writing

Give the writing assignment as an in-class activity or homework. Discuss the vocabulary 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 helps Pete fix his car. When was the last time you helped a friend or family member? What were they doing when you helped? What were you doing to help them?

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

Conversation

Anna: Hi, Pete. What are you doing?

Pete: Oh! Hi, Anna. Right now, I am fixing my car.

Anna: How's it going?

Pete: It's going ... not so good.

Anna: Okay so the one we're looking for someone to tell for one week

Pete: Anna, I can fix it myself. But thanks.

Anna: Pete, I think I found your problem. These are spark plugs. (holds them up)

Anna: They start the engine.

Pete: I know that, Anna. But there were too many spark plugs ... in there. So I took out the extra ones.

Anna: There are no extras, Pete. You need all of them. Pete, can you fix a car yourself?

Pete: Well, Anna, last night I was watching the online video course, "You CAN Fix a Car Yourself!"

Dan: Yes, you CAN fix your car yourself!

Pete: And I watched the first 10 lessons. So, I think I know what I'm doing.

Anna: How many lessons are there?

Pete: Four hundred and fifty.

Anna: 450! That'll take too long! If I fix your car, I'll have it running in 10 to 15 minutes.

Anna: Where're your tools?

Pete: I have this. (puts a useless tool in her hand). And this. (hands her another useless tool)

Anna: Great. Um, I'll get my tools. I'll be back in a flash!

Pete: But, Anna, I don't need your ...

(She goes and quickly comes back with tools.)

Pete: ... help.

Anna: Pete, when I was a teenager, I was fixing cars -- myself. I learned from a master.

Anna: You can trust me.

Pete: Okay.

Anna: Great! But we need teamwork. You sit in the car. When I say "go," you start the engine.

Anna: Okay, go!

Anna: Stop!

Anna: Okay, go! Huh.

Pete: It's not starting! It's not starting!

Anna: What's wrong?

Pete: This car is stupid ... stupid, stupid!

Anna: Pete, kicking the tires will not help.

Pete: Well, you did not help, Anna. You did not help!!

Anna: Pete, Pete! Pull yourself together, man. Give me the keys. I must feel the key in the ignition and turn it myself.

Master: Use the key, Anna. Turn the key, Anna. What are you forgetting, Anna?

Anna: Pete. Pete.

Pete: What?

Anna: You are out of gas.

Pete: I can't be out of gas. (looks at gauge) I'm out of gas. Sorry, Anna. I'll go get some.

Anna: Pete. You relax. Clean your face. You can watch the rest of your online video course. It'll be faster if I go ... in a flash. Until next time ...

Dan (in the online video course): "Lesson 11. Always make sure you have a full tank of gas!"

Key Words

break - *n.* a brief period of time during which someone stops an activity

course - *n.* a series of classes about a particular subject in a school

engine - *n.* a machine that changes energy (such as heat from burning fuel) into mechanical motion

face - *n.* the front part of the head that has the eyes, nose, and mouth on it

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

flash - *n.* a sudden appearance or occurrence of something

ignition - *n.* the electrical system in an engine that causes the fuel to burn so that the engine begins working

key - *n.* a device that is used to open a lock or start an automobile

kick - *v.* to hit (someone or something) with your foot

master - *n.* a person who has become very skilled at doing something

spark plug - *n.* a part of an engine that produces a spark that makes the fuel burn

stupid - *adj.* informal. used to refer to something in an angry or irritated way

tank - *n.* a container for holding a liquid or gas

tire - *n.* a rubber ring that usually contains air and wheel of a car, or bicycle

tool - *n.* something (such as a hammer, saw, shovel, and so on) that you hold in your hand and use for a particular task

video - *n.* a movie, television show or event that has been recorded so that it can be watched on a television or computer

Quiz - Level 1, Lesson 47 - How Can I Help?

Listen. Circle the letter of the correct answer.

1. What does Anna want to do?

- a. Go on a trip in Pete's car
- b. Borrow Pete's car to visit friends
- c. Help Pete fix his car
- d. Take Pete to visit some of her friends

4. Why is Pete yelling?

- a. Pete is angry because Anna is helping.
- b. He is angry because the spark plugs do not work.
- c. Pete is angry because the car will not start.
- d. He is angry because the car is stupid.

2. Why does Pete take out the spark plugs?

- a. Pete is cleaning the spark plugs.
- b. He is putting new spark plugs in the engine.
- c. Pete thinks they did not work.
- d. He thinks there were too many in the engine.

5. What did Pete forget to do?

- a. Fill the tank with gas
- b. Turn the key in the ignition
- c. Watch the video course
- a. Ask the Master for advice

3. Where did Pete learn how to fix his car?

- a. Pete learned from a teenager.
- b. He watched videos online.
- c. Pete studied at a local garage.
- d. He took lessons from Anna.

Match the pictures of the objects used for solving problems with their correct names and definitions. Then fill in the blanks to complete the names of the problems in the house below. Now work with a partner. Take turns asking how you can help each other solve the problems in your houses. When your partner asks you if they can help, choose a problem from below and ask them if they have something that can solve it. When your partner tells you their problem, look at the objects you have and answer yes or no.

STUDENT A



How can I help?

Yes, I have a plunger.

VACUUM
CLEANER

for dirty
floors

MOP

for spilled
drinks

WRENCH

for leaky
faucets

PLUNGER

for clogged
toilets

Do you
have
something
for a
clogged
toilet?



___ ken

ob ___

d i r t y

w i n d o w



em ___ y

___ u ___ l

t ___ nk

pi ___ e

o ___

___ ar ___ b ___ ge



Match the pictures of the objects used for solving problems with their correct names and definitions. Then fill in the blanks to complete the names of the problems in the house below. Now work with a partner. Take turns asking how you can help each other solve the problems in your houses. When your partner asks you if they can help, choose a problem from below and ask them if they have something that can solve it. When your partner tells you their problem, look at the objects you have and answer yes or no.

STUDENT B



How can I help?

Yes, I have some glass cleaner.

GLUE

for broken objects

GLASS CLEANER

for dirty windows

EXTRA GAS CAN

for empty fuel tanks

BROOM

for pile of garbage

Do you have something for a dirty window?



s _ _ lled

dr _ _ _

c l o g g e d

t o i l e t

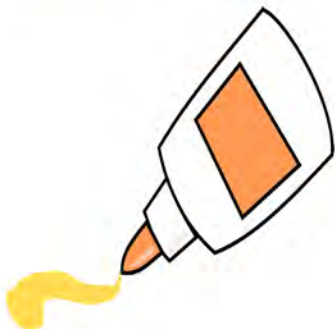


le _ ky
_ auc _ ts

_ i _ r _ y
_ loo _



Tools



Words for Lesson 47



engine



face



ignition



key



spark plug



tank



tire



tool



LEVEL 1
LESSON 48
HAVE YOU
EVER...?

Topics

Review of making recommendations
Talking about things to do and see

Prepare Before Class

Tourist guide for the area in which the students live

Learning Strategy

Focus Attention

Goals

Grammar: Present perfect verb tense

Speaking: Using the present perfect verb tense.

Pronunciation: Reduced forms of has/have with the present perfect verb tense

Day 1

Introduce the Lesson Topic

Tell students, “In this lesson, we will practice talking about things to see and do. Do you remember when Anna and Marsha drove across the United States? Anna had a book titled, “Best Roadside Sights.” Another name for the places we see when we travel to new places is ‘attraction.’ Today we are going to talk about the attractions, or sights, where we live.”

Ask students to remember the last time they went to a museum, garden or zoo. Say, “What do people see when they come to visit our city [or a nearby city]? Are there museums or other places to see?” Instruct students to tell their neighbor their answer, then raise their hands to answer.

Write students’ responses on the board. You can get them started by naming a famous building near where you teach or by giving an example of a couple of these types of attractions:

History museum
Art museum
Culture museum

Zoo
Public garden
Amusement park

Refer to the list you and the students have created, and explain, “In today’s lesson we are going to learn about recommending, or giving someone advice about, places to see.”

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 helping a tourist find interesting museums in Washington, D.C. She gets some help herself, too. 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 48

1. Listen:

I have lived here for a long time now.

Speak:

I _____ here for a long time now.
(have lived)

2. Listen:

You haven’t been to the zoo?

Speak:

You _____ to the zoo? (haven’t
been)

Day 2

Speaking Practice

After the key words, the video teaches about using the present perfect verb tense. This is a long and complex Speaking Practice video. It may be helpful to break it up into two segments. For example, play and discuss points 1, 2, and 3. Take a break or work on another activity, then play and discuss points 4 and 5.

There is another activity on Day 3 of this lesson related to the present perfect tense.

Speaking Practice Script – Lesson 48 (part 1)

Verb	Past participle
do	done
meet	met
fly	flown
see	seen
be	been
know	known
write	written

In this lesson you hear Anna and Jean using the present perfect verb tense.

The present perfect tense uses two verbs - a main verb and an auxiliary verb.

The auxiliary verb is HAVE or HAS and the main verb is in something we call the past participle form.

For regular verbs, that means you add “d” or “ed” to the base form of the verb.

Present perfect - HAVE/HAS plus past participle

When do we use the present perfect?

1. To talk about an action in the past that is important in the present.

Jean: I've just flown in from Boston.

The present perfect may confuse you because we use it to talk about a past action. It is called “present perfect” because speakers use it to stress the importance of a past event in the present.

The sentence, “I've just flown in from Boston” stresses the present effect of a past event - travel from Boston. The exact time of the travel is not important.

2. To talk about repeated action

The present perfect can also tell about a repeated action. When an action happens more than one time in the past, use the present perfect. For example:

Anna: I've visited that museum many times.

3. With the proposition “for” or “since.”

It is also common to use the present perfect with the words “for” and “since.”

Anna: Well, I have lived here for over a year.

After a short break, review the above points, and continue with the additional times when the present perfect is used.

Speaking Practice Script – Lesson 48 - Part 2

4. With the adverbs “ever” and “never.”

Questions with “ever” use the present perfect.

Anna: Have you ever seen sculptures in a garden?

We often use the present perfect with the negative adverb “never.” Anna and Jean both use it with “never.”

Anna: I’ve never been to D.C.’s zoo. I’ve never been to any zoos!

Jean: You have never seen zoo animals?

5. Regular and irregular past participles

Unlike regular verbs, irregular verbs take many different endings in their past participle form. The irregular past participle verbs in this lesson are done met flown, seen, been, known, and written.

Anna: Wait, have we met before?

Answer this question with a present perfect verb.

Listen:

Have you ever flown in an airplane?

Speak:

Yes, I have _____ in an airplane. (flown)

or:

No, I have never _____ in an airplane. (flown)

Learning Strategy

Tell the class, “The learning strategy for this lesson is focus attention. This strategy can help us finish the things we want to do.”

Say, “In this lesson, Jean is a tourist and Anna tells her about the interesting museums in the city. Jean makes a list so she can remember to visit all of the interesting museums. When Jean makes her list, then looks at it later, she is focusing attention on what she wants to do. As she sees each museum, she can check each museum off on the list.”

Ask, “Let’s say you have many things to do this weekend. How do you remember them? What can you do to focus your attention - or help yourself think of something? Tell your neighbor your answer first.” Ask students to raise their hands if they want to share their answer after they have told their neighbor.

Possible answers may include “write on calendar,” “make a list” and “set a phone alarm.”

Write students' responses on the board. Say, "Let's see what our friends in the video do when they focus their attention on what they want to do."

Day 3

Present Perfect Tense

Give students a printed copy of the conversation. Or play the video again after giving the following instructions.

Ask students to find the places in the conversation when Anna tells Jean about an attraction in Washington, D.C. Write them on the board. (The underlined words are the past participles, to be pointed out later.):

I like the Sculpture Garden. Have you ever seen sculptures in a garden? It is really artistic!

Have you been to the Museum of the American Indian? I've visited that museum many times. It is very peaceful.

Well, if you like plants, you can visit the U.S. Botanic Gardens. It's very organic.

Ask students to find where Jean tells Anna about an attraction. Write it on the board or screen.

"You've lived here for so long and you haven't been to the zoo? If you have never seen a real, live elephant, you must."

Ask students to think about how Anna recommends a place: she tells Jean the name of the attraction, then she tells Jean what the place is like: artistic, peaceful, and organic, or natural.

Point out that each of the above examples uses the present perfect verb tense. Show students the structure of the tense:

HAVE / HAS + PAST PARTICIPLE

Explain that the present perfect tense uses two verbs - a main verb and an auxiliary verb. "The auxiliary verb is HAVE or HAS and the main verb is in something we call the past participle form. For regular verbs, that means you add 'd' or 'ed' to the base form of the verb."

Have a student come to the board and underline the past participle verb forms in the sentences you have written. They are underlined above: seen, been and visited.

Pronunciation Practice

The Pronunciation Practice video teaches how Americans pronounce “been,” the present perfect form of BE.

After watching the video, students will practice by asking each other similar questions.

Pronunciation Practice Video Script – Lesson 48

1. In this lesson, Anna and Jean use the present perfect form of BE in these sentences

Jean: Yes, and it’s beautiful. You’ve lived here for so long and you haven’t been to the zoo?

Anna: I’ve never been to D.C.’s zoo. I’ve never been to any zoos!

2. In American English we say the past participle of BE as “been” /bɪn/.

This is different from British English. In British English you would usually say I have been /bi:n/ to the zoo.

Make a sentence with the present perfect to answer this question. Try using the American English pronunciation /bɪn/.

Have you ever been to a zoo?

Speak:

Yes I have _____ to a zoo before. (been)

or:

No, I have _____ to a zoo before. (never been)

Activity

Give each student a copy of the Activity Sheet. Explain, “Begin by moving the words around to make good questions and answers with the mixed-up words at the top of the page.

Focus your attention on making the present perfect verb tense correctly. Remember, for the verb eat, use ‘have’ or ‘has’ and ‘eaten,’ which is the past participle form of the verb ‘eat.’”

When students have finished this part, have several pairs of students act out the short conversations so others can check their work.

Then, have two students stand up and demonstrate the second activity using the sample questions on their Activity Sheets:

Student A: Have you ever lived in another country?

Student B: Yes, I have.

Student A: Where have you lived?

Student B: I've lived in England.

Instruct students:

“Now let's stand up. Walk around and ask questions until you can find someone who can answer 'yes' to your question. Be sure you ask a follow-up question, too. Listen carefully. Is your classmate using the present perfect tense? If not, help them to answer using Have + a past participle verb form.”

Remind students, “As you do this activity, you should focus your attention on using the present perfect tense correctly.”

When students have finished, ask several volunteers to tell who answered their questions with “Yes, I have...” and share their answers with the class.

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. Jean says, “I want to see an interesting museum but I don't know which one.” Anna says, “I can help with that.”
2. Jean says, “I want to see an unusual museum. Anna says, “I like the Sculpture Garden. Have you ever seen sculptures in a garden? It is really artistic!”
3. Jean says, “I have never seen a garden of sculptures! I'll write that on my list!” and she says, “I have always liked American Indian culture. I'll put that on my list.”
4. Jean says, “You've lived here for so long and you haven't been to the zoo? Anna says, “I've never been to D.C.'s zoo. I've never been to any zoos!”
5. Jean says, “If you have never seen a real, live elephant, you must. They are so majestic. Then Anna says, “I will. I will! There. I've written my own must-see zoo animal list!”

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

Writing

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

Have you ever visited a museum, a zoo, or a public garden?

Where was it? What did you see there?

If you have not, what would you tell a tourist to see in your home town?

For a class project, have students find pictures of the attractions they wrote about, Then put them together and make a brochure.

Resources

Conversation

- Anna: Hello! I have lived in Washington, D.C. for a long time now. And I have done a lot. I feel that I know this city pretty well. (walks off and comes back) That's the wrong way. Where is it again?
- Anna: (sees a tourist at a sign) Excuse me, can I help you? Have we met before?
- Jean: I don't think so. I've just flown in from Boston. My name is Jean.
- Anna: Hi, Jean! I'm Anna. I really feel like we've met before. Anyway, how can I help?
- Jean: I want to see an interesting museum but I don't know which one.
- Anna: I can help with that. I've lived in Washington, D.C. a long time. I think I've seen all the museums.
- Jean: Wow, thanks. So, tell me, which museums are good?
- Anna: Well, they are all good. But they're all different. There are science museums and history museums and art and culture museums.
- Jean: I want to see an unusual museum.
- Anna: I like the Sculpture Garden. Have you ever seen sculptures in a garden? It is really artistic!
- Jean: I have never seen a garden of sculptures! I'll write that on my list!
- Anna: Have you been to the Museum of the American Indian? I've visited that museum many times. It is very peaceful.
- Jean: I have always liked American Indian culture.
- Jean: I'll put that on my list. (writes on list) Do you have any other suggestions?
- Anna: Well, if you like plants, you can visit the U.S. Botanic Gardens. It's very organic.
- Jean: I have always loved plants. I'll write that on my list, too! Wow, you know so much about D.C.'s museums.
- Anna: Well, I have lived here for over a year.
- Jean: You're so lucky to live in such a beautiful city filled with so many museums and a zoo!
- Anna: What? D.C. has a zoo?
- Jean: Yes, and it's beautiful. You've lived here for so long and you haven't been to the zoo?
- Anna: I've never been to D.C.'s zoo. I've never been to any zoos!
- Jean: You have never seen zoo animals?
- Anna: I grew up on a farm, Jean. I've known farm animals my whole life.
- Jean: But the zoo has lions (makes sound of lion roaring) and elephants (makes sound of elephant trumpeting) and zebras (makes no sound)! If you have never seen a real, live elephant, you must. They are so majestic.
- Anna: I will. I will! (writes list) There. I've written my own must-see zoo animal list!
- Jean: Have fun at the zoo and thanks, Anna!
- Anna: Have fun at the museums, Jean! And thank YOU!

Anna: This has been awesome! And I have seen every animal on my list! Jean, the tourist, helped me see more of my city. But where have I seen her before? Oh well. Until next time ...

Key Words

American Indian - *n.* a member of any of the first groups of people living in North America or South America. The members of these nations are also called Native Americans or by the name of their tribal nation, as in “a member of the Navajo tribe.”

animal - *n.* a living thing that is not a human being or plant

U.S. Botanic Garden - *n.* a large public garden in Washington, D.C. where plants are grown in order to be studied

elephant - *n.* a very large gray animal that has a long, flexible nose and two long tusks

lion - *n.* a large wild cat that has golden brown fur and that lives mainly in Africa

majestic - *adj.* large and impressively beautiful

own - *v.* to have (something) as property or to legally possess (something)

plant - *n.* a living thing that grows in the ground, usually has leaves or flowers, and needs sun and water to survive

science - *n.* knowledge about or study of the natural world based on facts learned through experiments and observation

sculpture - *n.* a piece of art that is made by carving or molding clay, stone, wood or metal

suggestion - *n.* an idea about what someone should do or how someone should behave

zebra - *n.* an African animal that looks like a horse and has black and white stripes covering its body

zoo - *n.* a place where many kinds of animals are kept so that people can see them

Quiz - Level 1, Lesson 48

Listen. Circle the letter of the correct answer.

1. What does the tourist want Anna to do?

- a. She wants Anna to go to a museum with her.
- b. The tourist wants to know how to get to Boston.
- c. She wants Anna to tell her about interesting museums.
- d. The tourist wants to tell Anna about a museum.

4. What surprises Jean?

- a. Anna does not think the zoo is beautiful.
- b. Anna often goes to the zoo in D.C.
- c. Anna has never been to a zoo.
- d. Anna does not like zoo animals.

2. Jean wants to see an unusual museum. What does Anna recommend?

- a. A history museum
- b. The sculpture garden
- c. The science museum
- d. All of the museums

5. What does Jean recommend to Anna?


- a. She recommends that Anna see an elephant.
- b. Jean recommends that Anna see some farm animals.
- c. Jean tells Anna to make a list of animals.
- d. She says that Anna should come with her to the zoo.

3. Why is Jean writing a list?

- a. Jean is writing her suggestions for Anna.
- b. Jean is making a list of plants she wants to see.
- c. She is writing about American Indian culture.
- d. She is focusing her attention on learning about museums.

STEP 1

Change the order of the words in the conversations below to form complete, correct sentences. Write those sentences on the lines below.



City visited have New you ever York?
I, No haven't.

Have you ever visited New York City?
No, I haven't.



you Have week pizza this eaten?
Yes, have I.



How sushi have times you eaten many?
have I eaten it times five.

STEP 2

Now ask each yes or no question to your classmates until you find someone who answers yes to them. Try to find a different person who answers yes for each question. Write their name in the space provided. Then create follow up questions. Write the follow up questions and the answers people give in the space provided.

QUESTIONS

NAME / ANSWERS

Hi Amy!
Have you ever lived in a country other than your home country?

YES / NO: Have you ever lived in a country other than your home country?

Amy / Yes

FOLLOW UP: Where have you lived?

She has lived in England.

Yes, I have.

I've lived in England.

Where have you lived?

YES / NO: Have you ever been to an art museum?

FOLLOW UP:

YES / NO: Have you ever seen a real elephant?

FOLLOW UP:

YES / NO: Have you ever visited a public garden?

FOLLOW UP:





LEVEL 1
LESSON 49
OPERATION SPY!

Topics Verb tenses Reacting to information	Prepare Before Class Photos showing some vocabulary (from the Resources section)
Learning Strategy Find Practice Opportunities	Goals Grammar: Compare the present perfect verb tense with the past and present tenses Speaking: Present perfect, present, and past verb tenses Pronunciation: Reduced forms of “has” and “have” in the present perfect verb tense

Day 1

Introduce the Lesson Topic

Tell students, “Today we will learn about verbs. We will learn how to decide which verb tense to use.”

Ask students to think about the past, present, and future in their language. Describe how their language might be different to English.

Say, “Today, we will learn how Americans use the present, present perfect, and past verb tenses in speaking.”

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 the present perfect, present, and past verb tenses.

Speaking Practice Script – Lesson 49

1. In Lesson 48, you learned about the present perfect verb tense. Remember, it is the auxiliary verb “have/has” plus the past participle form of a verb.

In this lesson, you hear the same verb in the present verb tense, the past verb tense, and the present perfect verb tense. Anna’s boss, Ms. Weaver, uses the present verb tense:

Ms. Weaver: Yes, spies sometimes sneak down air ducts.

Then Anna uses the present perfect verb tense:

Anna: I have never snuck down an air duct.

After Anna sneaks down the air duct, she uses the past verb tense to tell Ms. Weaver that she did it.

Anna: I did it! I sneaked down an air duct.

Notice that the past tense form of “sneak” can be either “sneaked” or “snuck.”

2. For irregular verbs, the past tense verb form may be different from the past participle.

For example, drive - drove - driven
Ashley drives a small car. (present)

Anna and Marsha drove across the country. (past)

Anna and Ashley have driven to work together since last month. (present perfect)

3. For regular verbs, the past participle is the same as the past verb tense form. Here is the same pattern with a regular verb, “ask”:

I ask many questions in English class. (present)

The teacher asked me to stop asking so many questions. (past)

I have asked the teacher about the homework many times. (present perfect)

4. Now you try it.

Try making sentences with the irregular verb “speak.” The past tense is “spoke” and the past participle is “spoken.”

Speak:

I _____ English every day. (speak)

Speak:

My friend and I _____ English yesterday after school. (spoke)

Speak:

I _____ English with my friends many times since we began using Let’s Learn English. (have spoken)

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

Write down a few verbs on the board, such as “ask” or “tell.”

Ask students to each pick a verb, and then write sentences in the present perfect, present, and past tenses, just like in the video. Then ask them to share their sentences with a partner.

If class time remains, ask several students to share their sentences with the whole class.

Day 2

Present the Conversation

Tell students that the video will show Anna learn all she can about spying. 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 49

1. Listen:

Spies sometimes sneak down air ducts.

Speak:

I _____ snuck down an air duct. (have never)

2. Listen:

I've never cracked a code before!

I _____ cracked a code before! (I've never)

Pronunciation Practice

The Pronunciation Practice video teaches how Americans pronounce the reduced forms of “has” and “have” in the present perfect verb tense.

Pronunciation Practice Video Script – Lesson Number 49

1. In this lesson, you hear Anna using the present perfect verb tense. She pronounces the complete word “has” when she uses this tense.

Anna: It is no secret that Washington, D.C. has spies. The International Spy Museum has created an amazing collection of spy things! My boss, Ms. Weaver, has sent me here ... on a mission!

Sometimes, we do not pronounce the complete words “has” or “have.” At those times, you will only hear the /s/ or /v/ sound in the present perfect verb tense.

Anna: I’ve never cracked a code before.
... I’ve cracked the code!

2. In this conversation, you hear the short form of “has.”

Wow! You are wearing a big coat. Is it cold outside?

The weather’s changed today. It’s gotten really cold.

The complete present perfect verb forms are: “The weather has changed” and “It has gotten really cold.”

3. Now you try it. Use the short form of the present perfect to answer this question:

Listen:

Has this lesson helped you to learn about spies?

Speak:

Yes, _____ me to learn about spies.
_____ learned about missions and sneaking and codes. (it’s helped, I’ve)

Say, “Now we will practice this some more.”

Ask students to write two sentences using the words “has” and “have.”

Then, students should read their sentence to a partner, using the short form of “has” or “have.”. The partner should be able to hear which one it is.

If time remains in class, ask several students to read their sentences in front of the class.

Learning Strategy

Tell students that in today's lesson, they will learn to Find Practice Opportunities.

Give an example. "Learning a musical instrument requires practice. Doing sports requires practice. Even relaxing exercises like yoga are better with practice. We can use the same idea when learning a language. We must find times to practice if we want to get better."

Activity

Say, "Now we are going to practice a little more."

Give students copies of the activity sheet. Tell students they are going to use the words to complete the timelines. Then tell students they should ask three classmates about how they practice English. They should write what their classmates say in the remaining timelines on the sheet.

If time remains at the end of class, ask several students to share their timelines.

Listening Quiz

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

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

1. Ms. Weaver says, "Look, Anna ... I mean, Agent Flamingo, I want you to learn all you can about spying."
2. Anna says, "I have never snuck down an air duct. It's dark and small. I'm afraid of dark, small places."
3. Ms. Weaver says, "Umm ... have you ever cracked a code?"
Anna says, "No."
Ms. Weaver says, "Well, go learn. Spies use their brains."
4. Ms. Weaver says, "Agent Flamingo, now answer this question: Do spies have to be in good shape?"
Anna says, "Yes," Agent Peacock! Spies have to be in really good shape! Can you hear me?"
5. Ms. Weaver says, "Great. Great. Now, I have another very important mission for you."
Anna says, "Got it. See you back at H.Q.!"
Ms. Weaver says, "Yummy! You brought my lunch! Thanks, Agent Flamingo!"

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

Writing

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

Have you ever thought about doing a job that is different from the one you have now, or the one you think you will have when you finish school? Would it be more fun or more exciting?

Resources

Conversation

- Anna: It is no secret that Washington, D.C. has spies. Well, it should be a secret because spying is secret. But it's not a secret. There's even a spy museum! The International Spy Museum has created an amazing collection of spy things! And today, we will see them! My boss, Ms. Weaver, has sent me here ... on a mission!
- Ms. Weaver: Hello, Anna, are you there?
- Anna: That's her. Yes, Agent Peacock. This is Agent Flamingo, reporting for duty.
- Ms. Weaver: Agent what? Look, Anna ... I mean, Agent Flamingo, I want you to learn all you can about spying.
- Anna: You mean, collect intelligence?
- Ms. Weaver: Yeah, it's for our new show -- "D.C. Secrets."
- Anna: You've got it, Agent Peacock. The mission is safe with me.
- Ms. Weaver: Oh, okay, great. Just be back by noon.
- Anna: Agent Peacock, I'm at an air duct!
- Ms. Weaver: Yes, spies sometimes sneak down air ducts.
- Anna: I have never snuck down an air duct. It's dark and small. I'm afraid of dark, small places.
- Ms. Weaver: You can do it, Agent Flamingo. You know, spies aren't afraid of a little darkness.
- Anna: Right. It's just an air duct -- a dark, small air duct. Okay. I'm doing it, Agent Peacock! I am sneaking down a long, dark, small air duct. I'm having a little trouble breathing.
- Ms. Weaver: Just keep going, Agent Flamingo. Think of the team!
- Anna: Okay, I will think of the team. I'm thinking of the team, Agent Peacock! I did it! I did it! I sneaked down an air duct. That was a little uncomfortable.
- Ms. Weaver: Good!
- Anna: What's the next mission?
- Ms. Weaver: Umm ... have you ever cracked a code?
- Anna: No.
- Ms. Weaver: Well, go learn. Spies use their brains.
- Anna: Got it! I've never cracked a code before. Let's try, Agent Flamingo! This is really hard. I'm still trying to crack the code. I've cracked the code! I've cracked the code, Agent Peacock! My brain really hurts.
- Ms. Weaver: Great. Umm, Agent Flamingo, now answer this question: Do spies have to be in good shape?
- Anna: "Yes," Agent Peacock! Spies have to be in really good shape! Can you hear me?
- Ms. Weaver: You're breaking up, Flamingo.

Anna: The International Spy Museum is awesome! Agent Peacock, I completed the mission!

Ms. Weaver: Great. Great. Now, I have another very important mission for you.

Anna: Got it. See you back at H.Q.!




Ms. Weaver: Yummy! You brought my lunch! Thanks, Agent Flamingo!

Anna: Mission completed. Agent Peacock!

(Amelia makes a face.)

Ms. Weaver: Don't ask.

Special thanks go out to the International Spy Museum for letting us film in the museum!

		
Flamingo	Peacock	air duct

Public domain

Key Words

agent - *n.* a person who tries to get secret information about another country or government

air duct - *n.* a duct or pipe for air to flow through to the rooms of a building

brain - *n.* the organ of the body in the head that controls functions, movements, sensations, and thoughts

breathe - *v.* to move air into and out of your lungs

code - *n.* a set of letters, numbers or symbols that is used to secretly send messages to someone

collection - *n.* a group of interesting or beautiful objects brought together in order to show or study them

complete - *v.* to finish making or doing (something)

crack - *v.* to find an answer or solution to (something)

duty - *n.* something that is done as part of a job

flamingo - *n.* a tall wading bird with mainly pink or scarlet plumage and long legs and neck

H.Q. - *abbrev.* headquarters - *n.* a place from which something (such as a business or a military action) is controlled or directed

intelligence - *n.* secret information that a government collects about an enemy or possible enemy

mission - *n.* a task or job that someone is given to do

operation - *n.* a set of planned actions for a particular purpose

peacock - *n.* a male peafowl, which has very long tail feathers that it can spread like a fan

secret - *n.* a fact or piece of information that is kept hidden from other people

shape - *n.* a physically strong and healthy condition

sneak - *v.* to move quietly and secretly in order to avoid being noticed

spy - *n.* a person who tries secretly to get information about a country or organization for another country or organization

Quiz - Level 1, Lesson 49 - Operation Spy!

Listen. Circle the letter of the correct answer.

1. What does Ms. Weaver want?

- a. She wants to go on a mission.
- b. Ms. Weaver wants Anna to learn about spying.
- c. She wants to find a flamingo.
- d. Ms. Weaver wants to tell Anna secrets about D.C.

4. What does Anna tell Ms. Weaver?

- a. She cannot hear what Ms. Weaver said.
- b. Spies must be in good shape.
- c. She broke her spy phone.
- d. Ms. Weaver should be in good shape.

2. Why is Anna afraid?

- a. Anna is afraid someone will catch her.
- b. She doesn't think Ms. Weaver will find her.
- c. Anna has never been in an air duct.
- d. She doesn't want to be a spy.

5. What did Ms. Weaver want Anna to do?

- a. What did Ms. Weaver want Anna to do?
- b. Write about the Spy Museum.
- c. Return to the Spy Museum.
- d. Go to lunch with Amelia.

3. What is Anna's mission?

- a. To think like Agent Peacock
- b. To learn to follow orders
- c. To pretend to be someone else
- d. To solve a secret code

Use the words in the word bank to complete the sentences below. Then ask three friends questions about how they practice their English using the past, present perfect or present tense. Write their answers in the empty boxes and write the tense in the box next to each answer.

WORD BANK

called

she

English

sometimes

has

times

club

watch

at

How do you
practice your
English?

I have read
many English
books.



She called her English partner yesterday at 3:00pm.

past

Our English _____ met three _____.

You _____ movies _____.



Topics

Duration of activity

Prepare Before Class

Common objects (such as coins, blocks, game pieces, etc.)

Learning Strategy

Monitor

Goals

Grammar: Present perfect continuous verb tense

Speaking: Present perfect continuous verb tense

Pronunciation: Pronouncing the word “for” quickly in sentences using the present perfect continuous and a time phrase

Day 1

Introduce the Lesson Topic

Tell students, “Today we will learn how to talk about how long you have been doing an activity.”

Ask students, “How long have you been studying at this school? How long have you been studying English?”

Tell students, “When we talk about something that began in the past and continues in the present, we use the present perfect continuous verb tense. We will learn about it 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 the present perfect continuous verb tense.

Speaking Practice Script – Lesson 50

1. Present perfect continuous verb tense
In this lesson, you hear Anna and the other students talking about an activity that started in the past and is continuing.

They use the present perfect continuous verb tense. You make it this way:

auxiliary verb + BE + present participle

2. Listen to Anna talking about the class.
When she arrives, the class is waiting for the professor. She asks a question about the amount of time:

Anna: How long has the class been waiting?

You can also use the present perfect continuous with the words “for” and an amount of time. For example, Sarah uses “for” and “a long time.”

Sarah: I have been studying this topic for a long time.

3. We also use the present perfect continuous with “since” and one point in time.

For example, Taylor uses “since” and “last night.”

Taylor: I have been writing and re-writing since last night!

4. We also use the present perfect continuous to talk about recent activities.

The professor tells the students:

Dr. Jones: I see you’ve been waiting very patiently.

5. Listen to the conversation. Alice and John, How long have you been watching “Let’s Learn English?”

Alice: I’ve been watching it since last year.

John: I’ve been watching it for 12 months.

Now you try it. Answer the question yourself.

Listen:

How long have you been watching “Let’s Learn English?”

Speak:

I’ve been watching Let’s Learn English for/ since _____. (student choice)

Say, “Now we will practice this some more.” Ask students to write two questions that ask about an amount of time. Then they should ask two other students. Make sure that students answer with the present perfect continuous and “for” or “since.”

Day 2

Present the Conversation

Tell students that the video will show Anna going to class at Georgetown University. 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 50

1. Listen:
How long has the class been waiting?

Speak:
We've only _____ for about 10 minutes. (been waiting)

2. Listen:
How long have you been studying here?

Speak:
I _____ here since 2016. (have been studying)

Pronunciation Practice

The Pronunciation Practice video teaches how Americans say the word “for” quickly in everyday speaking.

Pronunciation Practice Video Script – Lesson 50

When we use the present perfect continuous and a time phrase with “for” we sometimes say it quickly.

Listen to how the student pronounces “for” in this sentence:

We've only been waiting for about 10 minutes.

Anna pronounces “for” slowly here:

I've been wanting to go back to school for a long time.

But she says the word quickly here:

See, I've been working for several years now.

Now you try it.

Answer this question with a quick “for.”

Listen:
How long have you been studying English with VOA?

I've been studying English with VOA for _____. (student's time studying)

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

Ask students to write two questions asking about an amount of time. They should then ask their questions to a partner. The partner should answer in a complete sentence using the present perfect continuous and the word “for” slowly and with fast speech, just like in the video. Students can then change partners.

If time remains in class, ask students to the front of the class. Correct students as needed. Make sure that they can understand and speak using both the slow “for” and the fast “for.”

Day 3

Learning Strategy

Tell students that in today’s lesson, they will learn to monitor.

Give an example. Say, “In the video, Anna used the strategy monitor. At the end of the conversation in this lesson, Anna knew she had made a mistake. How did she do so?” Give students time to answer.

Possible answers may include:

She saw the other students’ faces.

The professor tried to stop her.

Explain, “Anna was monitoring as she spoke. She saw that her classmates were giving her funny looks. We can monitor when we are speaking or listening. If you monitor when you are speaking English, you will get better because you are making sure that others understand what you are saying in English.”

Conclude, “We’re going to practice monitoring today while we are using the present perfect continuous tense.”

Activity

Give students copies of the Activity Sheets and common objects to use for the game.

Explain, “On the left side of the sheet, put the words in order to make a question or a statement.”

When students have finished, ask several to read their sentences. Point out that the sentences use the present perfect continuous verb tense.

Introduce the board game. “Today we will play a game. Let’s get into groups of four.

Choose a coin or a small object to use as your marker. Place it on the Start space.”

Give more instructions until students understand how to play the game.

Let students play the game for a set amount of time. Then call their attention back to you and ask them if they have monitored. Answer any questions about the questions and answers they came up with as they played the game.

Day 4

Listening Quiz

Give student copies 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. Sarah asks, “Hey, are you finished with your report?” Taylor says, “Almost. I have been writing and re-writing since last night! The subject is really interesting to me.”
2. Anna asks, “How long has the class been waiting?” Taylor says, “We’ve only been waiting for about 10 minutes.
3. Anna says, “Awesome. You know, I’ve been wanting to go back to school for a long time. So, here I am!” Andrew says, “Well, you picked a great school. I’ve been really happy here.”
4. Anna says, “Awesome. See, I’ve been working for several years now. So, going back to school makes me a little nervous.” Randall says, “Don’t be nervous. Just pay attention and do your best!”
5. Anna says, “Here is my report on “Violins in the City.” Dr. Jones says, “Anna! The topic is “Violence in the city.” Violence. Not violins.”

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:

Did you ever take a special training course or classes?

What did you learn?

If you have not gone back to study, do you want to study something?

Conversation

- Anna: Hello, and welcome to Georgetown University in Washington, D.C.! I am going back to school! Georgetown is the oldest Catholic and Jesuit university in the United States. The Jesuits are a religious order known worldwide for their many colleges and universities. Students have been studying here since 1792!
- Sarah: Hey, are you finished with your report?
- Taylor: Almost. I have been writing and re-writing since last night! The subject is really interesting to me.
- Sarah: Me too! I have been studying this topic* for a long time.
- Anna: Am I late?
- Sarah: You're a little late. But don't worry. The professor isn't here yet.
- Anna: How long has the class been waiting?
- Taylor: We've only been waiting for about 10 minutes.
- Anna: Oh good. Oh, no! I forgot my pencil sharpener. Excuse me, do you have a pencil sharpener I can borrow?
- Taylor: No, sorry.
- Anna: Oh wait. I found my extra one! Whew, that was close.
- Anna: So, how long have you been studying at Georgetown?
- Andrew: I've been studying here since 2015.
- Anna: Awesome. You know, I've been wanting to go back to school for a long time. So, here I am!
- Andrew: Well, you picked a great school. I've been really happy here.
- Anna: Awesome. See, I've been working for several years now. So, going back to school makes me a little nervous.
- Randall: Don't be nervous. Just pay attention and do your best!
- Anna: That is great advice. You know, I have been paying attention. But sometimes I still feel like I don't understand. Like last week ...
- Anna: What's that?
- Jada: This is my draft.
- Anna: What draft?
- Jada: The professor told us to bring our drafts.
- Anna: I think she said "giraffe."
- Jada: No. She didn't.
- Anna: Here comes the professor.
- Dr. Jones: Hello class! Sorry I'm late, but the snow storm made getting here really difficult. I see you've been waiting very patiently. So, let's get started! Who wants to give their talk first?

Anna: Oh! Oh! Please, please pick me.
Dr. Jones: Anna?
Anna: Who me? Sure. Thanks.
Anna: Here is my report on “Violins in the City.”
Anna: People have been looking for a solution to the problem of violins in the city. I say stop! Stop! They are not the problem! In fact, violins are part of the solution!
Anna: Violins create beautiful music that can fill a city with hope.
Dr. Jones: Anna ...
Anna: If we put a violin in the hands of every child ...
Dr. Jones: Anna! The topic is “Violence in the city.” Violence. Not violins.
Anna: Until next time ...Like I was saying, many people are saying that violence in the city is a problem. A very big problem.

* topic = subject

Key Words

Catholic - *adj.* of or relating to the Roman Catholic Church

class - *n.* a group of students who meet regularly to be taught a subject or activity

draft - *n.* a version of something (such as a report) that you make before you make the final version

confused - *adj.* unable to understand or think clearly

giraffe - *n.* a very tall African animal that has an extremely long neck and legs

Jesuit - *n.* a man who is a member of a religious group called the Roman Catholic Society of Jesus

order - *n.* a religious organization whose members usually live together and promise to follow special rules and traditions

patient - *adj.* able to remain calm and not become annoyed when waiting for a long time

pay attention - phrase to listen to, watch, or consider something or someone very carefully

pencil - *n.* an instrument used for writing and drawing that has a hard outer part and a black or colored center part

professor - *n.* a teacher especially of the highest rank at a college or university

religious - *adj.* believing in a god or a group of gods and following the rules of a religion

report - *n.* a written or spoken description of a situation or event

sharpener - *n.* a tool or machine that makes something sharp

since - *prep.* in the time after (a specified time or event in the past) or from (a point in the past) until the present time

solution - *n.* something that is used or done to deal with and end a problem

study - *v.* to learn about something by reading, memorizing facts or attending school

understand - *v.* to know the meaning of something

violence - *n.* the use of physical force to harm someone or to damage property

violin - *n.* a musical instrument that has four strings and that you play with a bow

Quiz - Level 1, Lesson 50 - Back to School

Listen. Circle the letter of the correct answer.

1. What does Taylor say about her report?

- a. What does Taylor say about her report?
- b. Taylor says the topic is boring to her.
- c. She has been writing and changing it since last night.
- d. Taylor says she has finished her report.

4. Why is Anna nervous?

- a. Anna does not always understand the other students.
- b. She does not always pay attention.
- c. Anna always forgets to do her work.
- d. She has been working and now is going back to school.

2. What does Anna ask the students?

- a. She asks what time it is.
- b. Where the professor is today
- c. She asks why the professor is late.
- d. How long the class has been waiting

5. What mistake did Anna make in her report?

- a. She does not talk loud enough.
- b. Her professor gave her a different subject.
- c. She does not understand the other students.
- d. Her professor does not like violins.

3. What does Andrew say about Georgetown?

- a. He tells Anna he was unhappy there in 2015.
- b. Andrew tells Anna it is a good school.
- c. He says he has not been there for a long time.
- d. Andrew says he started studying in 2016.

Put the groups of words below into the correct order to make questions and answers.

years

both

studying

two

have

we

English

for

been

We have both been studying

English for two years.

been

sister

your

Where

has

practicing

English

she

has

at

speaking

work

been



GAME INSTRUCTIONS

Now, together with up to three other friends, place markers on the 'Start' space.

Take turns closing your eyes and touching the number pad to find out how many spaces to move.

If you move to a space with special instructions, do what the instructions say.

If you move to a space with a picture, ask someone a question about it using 'how long' or 'where'.

- If they have been doing that thing longer than you or in a different place, move back one space.
- If they have never done that thing, ask a different friend.
- If none of your friends have done it, take another turn.

The winner is the first player whose object reaches 'Finish.'



START	LOSE YOUR NEXT TURN	LIVE IN YOUR HOME 	PLAY MUSIC
WORK 	MOVE AHEAD TWO SPACES		GO TO SCHOOL
LOSE YOUR NEXT TURN	EAT HEALTHY 	GO BACK TO 'START'	
PLAY SOCCER 	TAKE AN EXTRA TURN	STUDY ENGLISH 	
		FINISH 	

How long have you been playing soccer?

That's longer than I have.



NUMBER PAD

1	2	3	1	2
2	4	1	4	1





Topics Habits Expressing appreciation Expressing dislike	Prepare Before Class Pictures of different sports
Learning Strategy Set a Goal	Goals Grammar: Review of present perfect and present perfect continuous; gerunds; infinitives (to + verb) Speaking: Gerunds and infinitives Pronunciation: Reduced form of “to” in sentences with infinitives

Day 1

Introduce the Lesson Topic

Tell students, “Today we will learn about gerunds and infinitives. These are new kinds of words.”

Ask students what activities they like to do. Examples might include, “I like running,” or “I like to play soccer.”

Circle the ‘to’ and ‘ing’ parts of the phrases and say, “These are special kinds of nouns. We make them from verb forms. Today we will learn about using these nouns.”

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 gerunds and infinitives.

Speaking Practice Script – Lesson 51

1. Gerunds

In this lesson, you hear some words that have “ing” at the end. They are the --ing form of a verb. We use them as nouns.

We call them “gerunds.”

2. Gerunds can be the subject of a sentence, as when Ashley talks about training.

Anna, training a little every day is a good habit to get into.

3. A gerund can also be the object of a sentence, as in “I love running!”

Now you try it.

Answer this question with a gerund.

Listen: Do you like learning English with VOA?

Speak: Yes, I like _____ English with VOA.
(learning)

4. Infinitives

Another new kind of word in this lesson is the infinitive. We make an infinitive from the simple form of the verb.

Often the word “to” comes before the infinitive.

Anna: I didn’t know you like to run!

Now you try it.

Make a sentence with the infinitive “to study.”

Speak:

VOA makes it easy for me _____
English. (to study)

Say, “Now we are going to practice this some more.”

Ask students to write two questions - one question with a gerund and one question with an infinitive. Then tell students to ask one classmate their questions. The questions and answers should be like the ones in the videos.

Students can ask other classmates their questions. If time remains in class, ask students to volunteer in front of the entire class.

Present the Conversation

Tell students that the video will show how Anna has a new goal -- to run a marathon. 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 51

1. Listen:

What do you know about running in a marathon?

Speak: What do you know about _____ in a _____? (running, marathon)

2. Listen:

Training a little every day is a good habit to get into.

Speak: _____ a little every day is a good habit _____ . (training, to get into)

Pronunciation Practice

The Pronunciation Practice video teaches how Americans pronounce the reduced form of “to” in sentences with infinitives.

Pronunciation Practice Video Script – Lesson 51

Listen to how English speakers say a sentence with the infinitive and the word “to.”

If the infinitive is spoken slowly and carefully, the vowel as the sound /u:/ as in “too” /’tu:/

Ashley: Do you want to sit down, Anna?

It is more common to hear the word “to” spoken quickly. Then, “to” sounds like /tə/. Listen to these examples:

Anna: I’m here to enter the race!

Woman: But ma’am you can’t enter the race.

Anna: What? How am I going to meet my goal?

Now you try it.

First say this sentence with “to” slowly and carefully.

Speak:

I am planning to visit the United States this summer.

Then say the sentence quickly with /tə/

Speak:

I am planning to visit the United States this summer.

Say, “Now we are going to practice this some more.”

Write the following sentences on the board:

Do you like to study English?

Yes, I like to study English.

Read the sentences slowly, using the careful pronunciation /'tu:/

Then read the sentences quickly, using the /tə/ pronunciation.

Then read the sentences using either the fast or slow pronunciation, and ask students to say which one you used.

Then ask students to write two questions using an infinitive. They should work with a partner to practice saying their sentences slowly and quickly. The partner should be able to hear a difference between the two kinds of sentences.

Students can change partners and do the activity again if time remains in class.

Day 3

Learning Strategy

Tell students that in today's lesson, they will learn to set a goal.

Give an example. Say, "In the video, Anna made a decision. She thought about doing something difficult, or challenging herself. You can say she set a goal. When we set a goal for ourselves, we give ourselves a reason to try harder. It's kind of like extra power. You can do amazing things when you set yourself a goal and work a little every day."

Say, "You can use the strategy, set a goal, when you are learning other things besides English. For example, when you are playing a sport, you can set a goal for improving your score or your form."

Activity

Say, "Now let's talk about physical activities that you might set a goal for."

Give students a copy of the Activity Sheet.

Explain, “At the top of the sheet, match the words to the pictures. Put the number of the image in the box.”

Then ask students to look at the lower section. Explain, “Today, let’s set a goal of making lots of sentences with these special nouns. You and your partner are going to be in a race, like the people in the video. Can you write the most sentences in two minutes?” Ask students to form pairs and get ready for the writing race.

Remind students, “Each sentence you write must have an infinitive or a gerund. I’m going to time you – let’s see how many sentences you can write in two minutes. Ready, set, go!”

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, “A marathon is a long race. Many marathons raise money for charity, you know - good works. A marathon is a good fitness goal too. I want to challenge myself in a marathon and maybe win a medal!”
2. Ashley says, “I love running. In fact, this weekend, I will run in my first marathon.” Anna says, “Me ... too.”
3. Ashley says, “Anna, training a little every day is a good habit to get into. Not all at once!”
4. The Woman says, “Well, you can help us with our goal, which is to raise money for sick children. Would you like to help us?” Anna says, “I’ve just found my new goal. And I get to wear a medal.”

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

Writing

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

Have you ever helped with a charity?

If not, what kind of charity would you like to help with?

Resources

Conversation

- Anna: D.C. is a popular city for marathons! A marathon is a long race. Many marathons raise money for charity, you know - good works. A marathon is a good fitness goal too. I want to challenge myself in a marathon and maybe win a medal! Hey, there's Ashley. Ashley! Wait for me! It's Anna!
- Anna: Ash ... ley. Ash ... ley.
- Ashley: Are you okay, Anna?
- Anna: I just ran ... from over there.
- Ashley: Do you want to sit down, Anna? Do you want some water? (Anna takes the bottle and tries to return it.) No thanks. You keep it.
- Anna: Thanks. I didn't know you like to run.
- Ashley: I love running. In fact, this weekend, I will run in my first marathon.
- Anna: Me ... too.
- Ashley: Really? You are running in a marathon?
- Anna: Yeah. In a couple of days. Why do you ask ... like that?
- Ashley: What do you know about running in a marathon?
- Anna: I know that there's a lot of running and sometimes you can win a medal.
- Ashley: How long have you been training?
- Anna: I started today. I've been training for an hour ... no, an hour and seven minutes!
- Ashley: Anna, training a little every day is a good habit to get into. Not all at once!
- Anna: Thanks for the advice, Ashley. But I'm running in a special race.
- Ashley: What marathon is it?
- Anna: I don't remember the name. But the website said everyone gets a medal.
- Ashley: Okay, well, good luck, Anna!
- Anna: Thanks, Ashley. Good luck to you, too.
- Ashley: Thank you.
- Anna: Bye!
- Ashley: Bye, Anna!
- Anna: See you!
- (At the race: an announcer calls out race information)
- Anna: Hello. I am here to enter the race!
- Woman: But ma'am you can't enter the race.
- Anna: What? How am I going to meet my goal?
- Woman: Ma'am, this race is for children. You can't run with the children.
- Anna: Children? Children. That's perfect. I just might win!
- Woman: No, ma'am. You really can't run with the children.
- Anna: I'm sorry. Of course. I was only thinking of my goal.
- Woman: Well, you can help us with our goal, which is to raise money for sick children.

Would you like to help us?
Anna: I've just found my new goal. And I get to wear a medal.
(to child who finished race) Good job!

Key Words

challenge - *v.* to test the ability, skill, or strength of (someone or something)

charity - *n.* a organization that helps people in need

fitness - *n.* the condition of being physically fit and healthy

goal - *n.* something that you are trying to do or achieve

habit - *n.* something that a person does often in a regular and repeated way

marathon- *n.* a running race that is about 26 miles (42 kilometers) long

medal - *n.* a piece of metal often in the form of a coin with designs and words in honor of a special event, a person, or an achievement

race - *n.* a competition between people, animals or vehicles to see which one is fastest

special - *adj.* different from what is normal or usual

train - *v.* to try to make yourself stronger, faster, or better at doing something before competing in an event or competition

Quiz - Level 1, Lesson 51 - A Good Habit

Listen. Circle the letter of the correct answer.

1. What does Anna say about marathons?

- a. Marathons are too long and are too challenging for her.
- b. That marathons cost money for many charities.
- c. Marathons help people stay fit and raise money for charities.
- d. That they are hard work for people in Washington, D.C.

3. What does Ashley tell Anna about training?

- a. Anna needs to train many hours every day.
- b. She should start training today for this weekend.
- c. Anna has been training with her for a long time.
- d. It is good to train a little every day.

2. What are Ashley and Anna talking about?

- a. They are both running in a marathon.
- b. They both do not like to run.
- c. They are making plans to run together.
- d. They have been running for a couple of days.

4. What does the woman say to Anna?

- a. She can pay money to run with children.
- b. Anna can help to raise money for the children.
- c. She does not have a goal.
- d. Anna is not as fast as the children.

STEP 1

Match the verbs below with the picture each one describes. Write the number for each picture in the blank space next to the verb that matches it.

- weight train
- swim
- box
- ski
- stretch
- jog
- golf
- ride bikes



Weight train, ski, swim, box.

"I like to..."

STEP 2

Now ask your friend to choose four of the verbs from above for you. In two minutes, write as many sentences as you can using either the gerund or infinitive form of those verbs. Use each verb in no more than two sentences. Then choose four verbs for your friend to use win their sentences. The person with the most sentences wins.

*I like to weight train.
Weight training is hard.*

weight train

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____



LEVEL 1
LESSON 52
TAKING
CHANCES

Topics

Taking risks
Discussing feelings
Describing accomplishments

Prepare Before Class

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

Learning Strategy

Evaluate

Goals

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

Day 1

Introduce the Lesson Topic

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

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

Teach Key Words

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

Speaking Practice

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

Speaking Practice Script – Lesson 52

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

VERB + preposition

VERB + adverb

VERB + adverb + preposition

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

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

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

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

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

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

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

Day 2

Present the Conversation

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

Main Video Script – Lesson 52

1. Listen:

Anna’s acting career has really taken off.

Speak:

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

2. Listen:

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

Speak:

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

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

Write them on the board or a shared screen:

... her acting career has really taken off.

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

... and how to get around the city.

I'll make the movies and then come back.

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

Pronunciation Practice

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

Pronunciation Practice Video Script – Lesson 52

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

Listen to Kelly ask Anna to sit down.

Kelly: Please, please, sit down.

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

Speak:

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

Learning Strategy

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

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

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

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

Activity

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

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

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

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

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

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

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

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

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

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

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

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

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

Point out the phrases,

I like animals

I like science.

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

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

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

Day 4

Listening Quiz

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

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

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

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

Writing

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

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

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

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

Resources

Conversation

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

Key Words

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

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

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

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

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

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

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

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

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

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

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

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

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

take off - *phrasal verb.* make great progress

Quiz - Level 1, Lesson 52 - Taking Chances

Listen. Circle the letter of the correct answer.

1. What does Kelly tell us about Anna?

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

3. Where will Anna make her movies?

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

2. What does Anna say about movies?

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

4. What strategy is Anna using in this video?

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

STEP 1

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

find

come

out

off

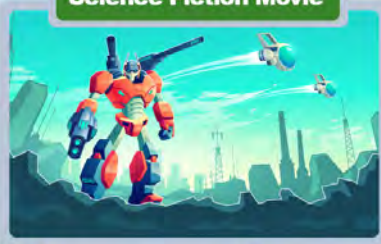
get

watch out _____ back _____ out _____ around take _____

STEP 2

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

Science Fiction Movie



Action Movie



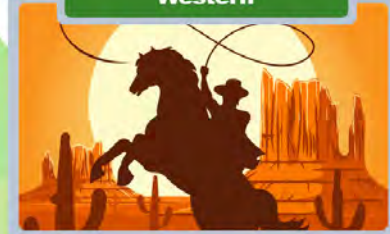
Romantic Comedy



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



Western





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Let's Learn English - Level 2

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

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VOA English Challenge Test

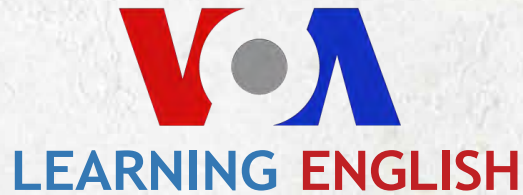
The EF Standard English Test is a free standardized English test developed by EF Education First. The test gives a CEFR score from A1 - C2. Let's Learn English Level 1 is good for learners from level A2 to B1. Let's Learn English Level 2 is good for learners from level B2 to C1.

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Yolanda Lopez

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Hai Do

Hai Do
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