



Topics Describing traditions & life events Expressing hopes & wishes Musical traditions	Prepare Before Class Print copies of the student Activity Sheet. Collect travel advertisements about different countries or print pages from the internet telling about cultural traditions in different countries for the writing activity.
Learning Strategy Use Sounds	Goals Wish & hope clauses

Day 1

Introduce the Lesson

Explain, “In Lesson 10, Anna is writing a story about the culture of Peru. She does not have time to travel, but her friend Bruna says she can learn about Peru in one short visit.” Ask, “Can you guess where Anna can learn about Peru?” Answers may include: at a library, in a museum, or at a festival.

Teach Key Words

Have students repeat the new words for this lesson after you say them. The list of words can be found in the Resources section. Choose a vocabulary practice activity from the How-To Guide to help students learn the new words.

As the topic of this lesson is learning about cultural traditions and events, ask students to tell you about their hometown’s traditions, festivals or cultural events. Keep a list of key words related to the events.

Write the words on the board and practice the pronunciation of any that may cause difficulty for your students.

Present the Conversation

Tell students that the video will show Anna and her coworker Bruna at a museum. Play the video or audio of the conversation or hand out copies of the text from the Resources section. Ask several students to act out the parts of the speakers either in small groups or for the whole class.



Professor Bot's Lesson

Review the grammar and vocabulary points by reading the text or pausing while playing the video.

Hope and wish

Hello again! Professor Bot here. Today we will hear about wishes and hopes. Bruna asked Anna to go to lunch, but she answered, I wish I could, but I can't. Listen for more hope and wish sentences.

Hope/wish Question Review

Did you notice any sentences with hope or wish?
Anna says, "One day I hope to meet the right guy." That's an example of using "hope" with an infinitive to talk about doing something in the future. Keep watching!

Final Comment

Do you remember what Anna said? "I really want to understand Peru." I hope you understand Peru a little better now, too. And I wish I could talk with you more about grammar, but that's all the time we have today! Go to the website to learn more!

Expressing Wishes and Hopes

Write one of the sentences from the conversation that has the word "wish" in it on the board. Put a line under the word "wish" or highlight it in some way. For example:

I wish I could do art like that.

Explain, "You can use 'wish' to talk about something that is not true now. Bruna says she wishes she could do art like Anna does because she thinks she cannot do it as well."

Ask students, "Turn to your neighbor now. Tell them something you wish you could do well." Give students time to create their own sentences using "wish." Walk among the class as they tell each other the sentences and observe whether they are using it correctly.

If you find students are having trouble with the sentence structure, go to the board and underline “I wish I could do” and then explain that we use the base form of verbs after the phrase “I wish I could.” Choose a couple of students to share their sentences using “wish” with the class and write them on the board.

Next, write a sentence from the conversation on the board with the word “hope,” such as:

*One day I **hope** to meet the right guy.*

Explain, “You can use ‘hope’ to talk about a possible future situation. Anna uses ‘hope’ to talk about meeting a man she can marry. Now think of a sentence you can say with the word ‘hope.’” As before, observe the students as they make sentences and ask a few to share them with the class. Write them on the board and ask students to compare them.

Give students the sheet in the Resources section which has pictures that bring imaginary situations to mind. Ask them to write four sentences with “wish” using the pictures as a guide. Then ask them to write four sentences with “hope.” If time allows, ask them to choose three to act out for a partner. The partner’s job is to guess and say the sentence. For example, if their partner is flapping their arms up and down, they should say, “You wish you could fly.”

Day 3

Learning Strategy

Explain, “The learning strategy for this lesson is Use Sounds. That means you listen carefully and notice new sounds. For example, when you are learning English, there may be some new sounds that you do not have in your native language.”

Continue, “In this lesson, Anna hears the name of a dance from Peru. Bruna says, “There’s this very special Peruvian dance called Marinera Norteña.” At first, Anna has trouble saying the name. She says, ‘I love the Marinera Nortina...!’ Bruna says it again so Anna can hear it correctly. Later, Anna says the name with the correct sound: ‘Time for the Marinera Norteña!’”

Ask, “How about you? How do you use sounds or listen carefully while you are studying English?” List some of the students’ answers on the board or a paper to keep on the wall of the classroom for future discussions of this strategy.

Activity

Pair students using one of the methods in the How-To guide. Hand out the Activity Sheet to all students, then ask them to sit together around the classroom. Explain the activity:

“Have you ever read a story where the people lived in a country that is not real?” Ask students to tell you the names of such places they have heard about in books or movies, like Wakanda, Shangri-La, Camelot, Atlantis, or Xanadu.

On this lesson’s Activity Sheet, students will create an imaginary land. They will give their land a name and tell about a holiday, festival, dance or sport, and a food of the land. After they write the details, they will explain or demonstrate them to their partner. Pass sheets of plain paper to the students for drawing, if students wish to do so.

Both students will then join with another pair, and tell the other pair two things about their partner’s imaginary country. Students will then write sentences on the activity sheet using “hope” or “wish.” Examples are shown on the Activity Sheet:

*I wish I could go to Appleland. Mahmoud tells me it has apple trees on every street.
Raul told me they do beautiful dances in Balletia I hope I can see a beautiful dance someday.*

Call on a few students to share their sentences with the class. If time allows, post some of the student drawings on the walls of the classroom.

Day 4

Listening Quiz

To review the conversation before the quiz, play the video, have students act out the conversation or let students refer to their printed copy. Then ask students to put their papers away.

Give each student a paper copy of the listening quiz. Play each question’s video or read the sentences and questions below aloud and pause for students to choose the correct answer.

1. Anna says: “I have to research Peru for a story. I’ve been reading about Peru and listening to Peruvian music. I really want to understand Peru.”
The question is: What does Anna have to do today?
2. Anna says, “I read about this dance. But it is much more romantic in person!”
Bruna answers, “Anna, the dance just shows the courtship tradition. It doesn’t mean you will get married.”

The question is: What does the dance show, according to Bruna?

3. Read these sentences:
I hope I have time to see everything!
Anna, I wish I could join you.
You go back to work.
I'm hoping to finish in about an hour.

The question is: Which sentence does NOT show a hope or wish for the future?

4. Bruna asks Anna, "You know you're in the kid's section, right?" Anna says she is making art. Then she tells Bruna, "And thanks for telling me about this festival. I learned so much about Peru. Ooh, we still have time! Time for Marinera Norteña!"

The question is: What does Anna thank Bruna for?

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

Writing

This activity requires some research if the students are not already familiar with the cultural traditions of one or more countries. If students do not have access to the internet or a library, bring in some printed materials you can share with them from magazines or travel brochures about different countries. You may want to give this assignment as homework to allow for time to read or ask adults in the home about other countries.

Ask students to write their answer to the question below in one or more paragraphs using a "Hamburger Paragraph" form as taught earlier. Write the words or phrases you think they may need on the board, such as English names for traditions in places they may want to visit.

Here is the writing prompt:

What country do you want to learn about? Why are you interested in that country? Use books or search for information on traditions there. Write about one cultural tradition in that country.

If time allows, have students exchange their writing with another student and discuss what they learned. They may add drawings or pictures cut from magazines to their work. After reviewing it, you may put their work on the walls of the classroom.

Conversation

- Bruna:** Hi, Anna!
- Anna:** Hi, Brunna! What's up?
- Bruna:** I thought we could meet for lunch today.
- Anna:** I wish I could, but I can't. I have to research Peru for a story.
- Bruna:** How's it going?
- Anna:** Not so good. I've been reading about Peru and listening to Peruvian music. I really want to understand Peru. I hope it's enough.
- Bruna:** You should visit Peru.
- Anna:** I wish!
- Bruna:** You can!
- Anna:** Brunna, I don't have the money or time to go to Peru. My deadline is tomorrow!
- Bruna:** No, I don't mean to really go there. The museum where I work is having a Peruvian festival today! Anna? Anna? Anna, are you there?
- Bruna:** Hi, Anna!
- Anna:** Hi, Brunna! Thanks for telling me about this event.
- Bruna:** Sure! It's much better than staring at your computer. I hope it helps with your story.
- Anna:** I'm sure it will. So, what should we see first?
- Bruna:** Dance and music are very important to Peruvian culture, so let's watch the dancers.
- Anna:** Great! Let's go!
- Bruna:** There's this very special Peruvian dance called Marinera Norteña.
- Anna:** I love the Marinera Nortina... !
- Bruna:** Marinera Norteña.
- Anna:** Marinera Norten... ?
- Bruna:** No. Marinera Norteña.
- Anna:** I love the ... marriage dance!
- Anna:** Brunna, I read about this dance. But it is much more romantic in person!
- Bruna:** The dancers are giving lessons after their performance. You should try it!

Anna: I'd love to. But I'm not ready to get married. I mean, one day I hope to meet the right guy. We'll buy matching motorcycles and ride into the sunset -- the wind blowing through our hair!

Bruna: Anna, the dance just shows the courtship tradition. It doesn't mean you will get married.

Anna: Oh. Well, I'll try anyway.

Bruna: Don't forget. This festival also shows Peruvian art!

Anna: I hope I have time to see everything!

Bruna: Anna, I wish I could join you. But I have some work to do.

Anna: Of course, of course. You go back to work. I'll check out the art.

Bruna: Okay, I'm hoping to finish in about an hour. Let's meet then.

Anna: Great. See you then!

Bruna: See ya!

Anna: Oh, wow! I can make my own Peruvian art!

Bruna: Anna, how's it going?

Anna: Hi, Brunna!

Bruna: You know you're in the kid's section, right?

Anna: I'm in the art making section.

Bruna: I see that. Your art is very nice. I wish I could do art like that.

Anna: Oh, this one's not mine. This is mine.

Bruna: Wow! Really? That's really nice!

Anna: Thanks! And thanks for telling me about this festival. I learned so much about Peru. Ooh, we still have time!

Bruna: Time for what?

Anna: Time for Marinera Norteña!

Key Words

blow	<i>v</i>	to be moved or affected in a specified way by the wind
courtship	<i>n</i>	the activities that occur when people are developing a romantic relationship that could lead to marriage or the period of time when such activities occur
deadline	<i>n</i>	a date or time when something must be finished
hope	<i>v</i>	to want something to happen or be true and think that it could happen or be true
in person	<i>expression</i>	expression used to say that a person is actually present at a place
join	<i>v</i>	to put or bring (two or more things) together
marriage	<i>n</i>	a ceremony in which two people are married to each other
match	<i>v</i>	to have the same appearance or color
motorcycle	<i>n</i>	a vehicle with two wheels that is powered by a motor and that can carry one or two people
Peru	<i>n</i>	a country in South America
romantic	<i>adj</i>	of, relating to, or involving love between two people
sunset	<i>n</i>	the time when the sun goes below the horizon in the evening
wish	<i>v</i>	to want (something) to be true or to happen

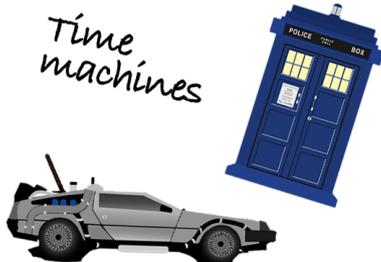
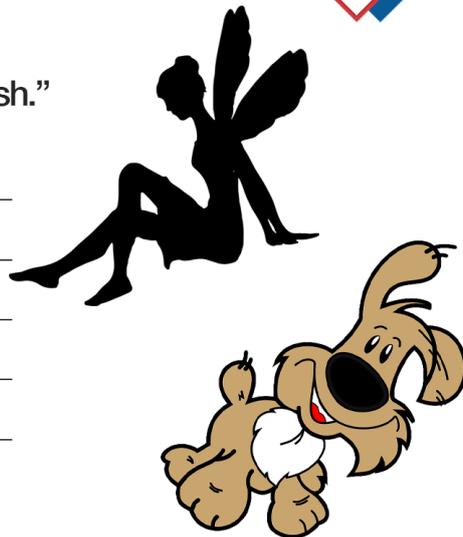
Quiz - Level 2, Lesson 11- Visit to Peru

Listen. Circle the letter of the correct answer.

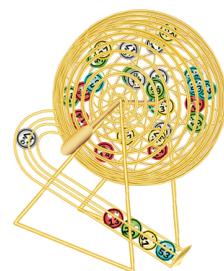
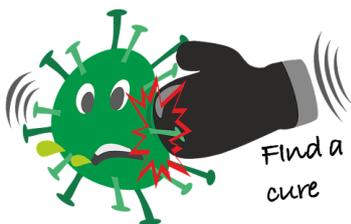
- | | |
|---|--|
| <p>1. What does Anna have to do today?</p> <ul style="list-style-type: none">a. Write a story about a museum.b. Have lunch with her friend.c. Learn to play music.d. Learn about Peru to write a story. | <p>3. Which sentence does NOT show a hope or wish for the future?</p> <ul style="list-style-type: none">a. I hope I have time to see everything!b. I'm hoping to finish in about an hour.c. You go back to work.d. Anna, I wish I could join you. |
| <p>2. What does the dance show, according to Bruna?</p> <ul style="list-style-type: none">a. The dance shows people riding motorcycles.b. It shows that two people have been married.c. The dance shows the courtship tradition in Peru.d. It means you are going to marry your dance partner. | <p>4. What does Anna thank Bruna for?</p> <ul style="list-style-type: none">a. Dancing the Marinera Norteñab. Helping her to meet the kidsc. Telling her about the festivald. Teaching her to do Peruvian art |

Look at the pictures. Make a sentence using "wish."

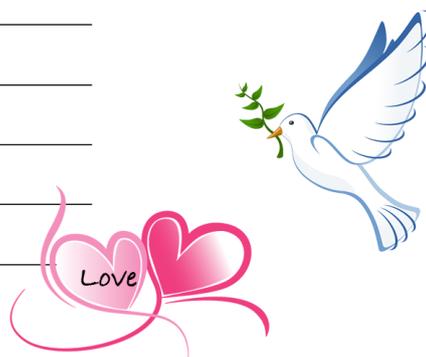
1. *I wish I could fly like a fairy.*
2. _____
3. _____
4. _____
5. _____



Look at these pictures. Make a sentence using "hope" for each one.



1. *I hope that you win a prize.*
2. _____
3. _____
4. _____
5. _____



STEP 1

Imagine a country. Give it a name. Circle it on the map. Think about the things you can eat, watch, see or do in that place. Write, act or draw pictures to explain.

My country's name is _____



A traditional food is

_____. It is made of



_____.



A dance or sport is called _____.

Here is how to do it.

The biggest holiday or festival is _____.

On that day, the people _____ and

_____.



STEP 2

Listen to your partner tell about their country. Join another pair and tell them two things about your partner's country.

STEP 3

Write two sentences using 'wish' or 'hope' about the countries you heard about today.

1. I wish I could go to Appleland. Mahmoud says it has apple trees on every street.
2. Raul says they do beautiful dances in Balletia. I hope that I can see a beautiful dance someday.

3. _____

4. _____