



LEVEL 2 LESSON 28 FOR THE BIRDS

Topics Expressing disappointment	Prepare Before Class Print the School Rules handout Print out the two-page student Activity Sheet
Learning Strategy Make Inferences	Goals Use have to, ought to and supposed to Express disappointment with informal terms

Day 1

Introduce the Lesson

Say, “In this lesson Anna and Kelly are going bird-watching in the city. Bird-watching is a hobby that involves looking at birds in nature. Kelly finds many birds, but Anna is dissapointed. She does find something interesting to watch, though - a spy. In this lesson we will learn how to talk about things we expect, using ‘be supposed to’ and expressing disappointment.”

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.

Say, “In this lesson, Kelly asks Anna to help her count birds. Do you know anyone who watches birds or have you watched birds yourself? What names of birds do you know in English?” Write some common bird names on the board or ask students to do a search online to find pictures and names of their local birds in English. A good site for this is the [Birds of the World site](#).

To review Anna’s experiences with the world of spies, you can refer students to Let’s Learn English Level 1, Lesson 49: “[Operation Spy](#).”

Present the Conversation

Tell students that the video shows Anna and Kelly on a bird-watching adventure. Play the video or audio of the conversation or hand out copies of the text from the Resources section. Ask students to act out the parts of the speakers either in small groups or for the whole class.



Professor Bot's Lesson

Introduction

Anna was supposed to find birds, but she didn't.

Kelly says, "We're supposed to be counting birds, not ice cream trucks."

Supposed to, Ought to and Have to

To be supposed to means you are expected to do something. It's different from have to and ought to.

Have to means you must do something. And ought to means you should do it but you don't have to.

Keep watching for have to and ought to!

Activity

Expand on Professor Bot's explanation of the grammar for the lesson: "Be supposed to' means to intend to do something or be expected to do it. But, sometimes we use it to say what someone is allowed to do. Here are some examples: 'We're supposed to be counting birds, not ice cream trucks' means 'we intended to count birds.' 'I am supposed to meet someone for lunch at noon' means 'I am expected to meet someone.' And 'They were not supposed to stay in the store after it closed' means 'they are not allowed to stay in the store.'"

Continue: "'Have to' has the same meaning as 'must.' In American English, 'have to' is much

more common than ‘must.’” Ask students to give an example from the conversation of “have to.” Anna says, “I have to hide!” Ask, “Can you give an example of something you have to do in this classroom?” Students may say something like, “We have to sit at our desks” or “We have to turn in assignments on time.”

Continue: “‘Ought to’ has the same meaning as ‘should.’ But, it is less common and more formal. Sometimes, it is used for saying what is probable. Imagine another teacher came in while I was giving you a test. I might say, ‘The students ought to be done with their test in an hour.’”

Ask students to give examples of things they “ought to” do at home. They may say, “We ought to help clean the house.”

Pair students and give each pair the School Rules handout. Explain the activity: “You and your partner have your own school. You get to write the rules! They can be different from our real school rules. Use the words we have just talked about.”

When students have finished ask a few to share the rules they wrote.

Day 3

Learning Strategy

Say, “The learning strategy for this lesson is Make Inferences. When Anna sees the man at the ice cream truck and thinks he is a spy, she is making an inference. An inference is like a guess that is based on the information you have. Anna sees that the man was wearing an expensive suit. She does not think he was the kind of person who normally buys ice cream from a truck. When he leaves his briefcase, she thinks he is exchanging secret messages with the ice cream truck driver. Sometimes when we make inferences they turn out to be wrong, as Anna learns!”

Ask students, “When you are learning English, you can make inferences about the meaning of words or sentences that you are not sure about. Let me share some sentences from a biology text.” Read aloud or write on the board:

All living things, including plants, are made of cells. Cells function similarly in all living organisms.

Ask students to tell you which words they do not understand. These may include function, organism or cell. Encourage them to guess the meanings from the context. Point out words

they may understand: living, things and plants.

Ask, “If you do not know what ‘cell’ means, what can you do? You can look at the other sentences and make an inference about it. What do you think it means?” Students may guess that a “cell” is a part of a living thing. And they may infer that “function” means “to work.” Confirm their inference: “Later you will probably read in your biology book that cells are the tiny pieces that make up both human bodies and plants.”

Ask students to give examples of the times they have made inferences about material they are studying. They can write these in their notebooks or on cards to put on the wall and remind them to use the strategy in the future.

Expressing Disappointment

Explain the terms Anna uses to describe her day of counting birds: “In friendly situations, we sometimes use informal language to show disappointment. For example, Anna says, ‘Today has been a bust...a flop...a bummer!’”

Continue, “Bust, flop, and bummer are three informal words that show disappointment. Bust and flop mean a complete failure. A bummer is something unpleasant or disappointing.”

Ask students, “What kinds of things cause us disappointment in our daily life? Let’s say I lost my phone. I might say, ‘What a bummer! I have to buy a new phone now.’” Write the students’ suggestions on the board.

Pair students and tell them, “Choose three of these situations. Write sentences about the disappointments with your partner using these three words.” Have students share their sentences about the common disappointing situations.

Conclude, “Sometimes, we can tell a person nicely that they did not cause the disappointment. For example, Anna learns that the man with the briefcase is not a spy. She is disappointed, but says: ‘No, that’s okay. It’s not your fault.’ She means he did not cause the problem.”

Activity

Pair students and give them the two-page Activity Sheet. Introduce the activity. “In this activity, you will practice making inferences. Imagine you walk past a window and see this scene - you cannot hear what the people are saying. But you can make an inference based on what you see. Look at the example.” Have a student read the example aloud.

Continue: “Now choose three pictures and write your inferences about what you see. Your partner should choose the other three. Then work with your partner to make up a story about

the six pictures.”

After students have finished, ask several pairs to share the stories. Conclude: “This activity shows us that we make inferences in our daily lives. We can make inferences when we read or listen to English. Sometimes we do not have all of the information we need to understand, as you found when you looked at these pictures. Using the strategy Making Inferences can help us try to understand better.”

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’ve only seen pigeons ... lots and lots of pigeons!”
The question is: What is one problem that Anna is having?
2. Professor Bot says, “Kelly says, ‘We’re supposed to be counting birds, not ice cream trucks.’ To be supposed to means you are expected to do something.”
The question is: Which sentence uses “be supposed to” correctly?

Read the following sentences aloud or ask students to look at them on their paper.

We supposed to meet at the park to watch birds.

I was supposed to seeing more birds than pigeons!

You are supposed to find birds for the bird count.

3. Anna says, “What?! The man in the suit left his briefcase at the ice cream truck! I was right! He is a spy! And, he just dropped off top-secret information! I ought to do something. Something needs to be done! I need to do something.”
The question is: What does Anna think is happening?

4. The man says, “Hey! You found my briefcase.” Anna says, “You caught me! I mean, I caught you!” The man says, “Well, I just want my briefcase. All my poems are in there.”
The question is: What does the man want to do?

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

Writing

Ask students to write their answer to the prompt in the form of a letter to a newspaper. Write the words or phrases you think they may need on the board. Here is the writing prompt:

Write about something that should or must happen soon in your life or in your city or town. Use “be supposed to,” “have to” and “ought to.”

Have students exchange their work and check each other’s use of “be supposed to,” “have to” and “ought to.” Some volunteers may read their work aloud.

Resources

Conversation

- Kelly: Oh, Anna, there you are! I am so glad we joined the Great City Bird Count! Aren't you?
- Anna: No. Today has been a bust ... a flop ... a bummer!
- Kelly: I'm sensing a little disappointment.
- Anna: A little?
- Kelly: My official bird-watching form is almost full!
- Anna: I've only seen pigeons ... lots and lots of pigeons! But I did write down some other valuable information.
- Kelly: Did you find a bird's nest?!
- Anna: No.
(She shows Kelly a map of ice cream trucks.)
- Anna: I found 10 ice cream trucks in this five-block area. Their music seems to follow me everywhere.
- Kelly: We're supposed to be counting birds, not ice cream trucks. This is important scientific work!
- Anna: Well, when you want ice cream, my data will be pretty important.
- Kelly: Anna, birds are everywhere! I'm sure you'll find something. Use your imagination! But, make sure that you put it on the official form.
(Anna walks away with her ice cream truck map. Anna looks through binoculars but doesn't see birds. She talks to herself.)
- Anna: No birds. Oh wait, there's another ice cream truck! Anna, focus on birds. Aw, but that truck has my favorite flavor ... banana!
- Anna: That man is in the way. I can't see the price. I wonder what flavor he's getting.
- Anna: Strawberry? He doesn't seem like a strawberry kind of guy.
- Anna: In fact, he doesn't seem like an ice cream truck kind of guy. That suit looks expensive.
- Anna: Maybe he's a spy! You know what that means: The ice cream truck driver is a spy, too!
- Anna: Genius! It's a perfect disguise.
- Anna: What?! The man in the suit left his briefcase at the ice cream truck!

Anna: I was right! He is a spy! And, he just dropped off top-secret information! I ought to do something. Something needs to be done! I need to do something.
(Anna runs to the ice cream truck and takes the briefcase.)

Anna: I did it! I took the spy's briefcase!

Anna: What's that?! The ice cream truck -- it's following me! It wants the case back! I have to hide.
(She runs and hides behind a tree.)

Anna: This is my life now -- running, scared, alone.
(She runs to another tree.)

Anna: That awful music -- it's following me everywhere!
(The man sees her at the tree.)

Man: Hey! You found my briefcase.

Anna: You caught me! I mean, I caught you!

Man: Well, I just want my briefcase. All my poems are in there.

Anna: Poems? You're a poet?

Man: Well, I'm a lawyer. But I write poems, too.
(Anna gives the man his briefcase.)

Anna: So, you're not a spy?

Man: You look disappointed.

Anna: No, that's okay. It's not your fault. Poems are nice, too. I guess.

Man: Well, would you like me to read my latest one?

Anna: Why not?

Man: On sunny day walks, my hand reaches for ice cream from fragaria.

Anna: I love your poem!

Man: I love ice cream.

Anna: Me too.

Man: What's your favorite flavor?

Anna: Banana.

Man: Well, my favorite flavor is ...

Anna: Strawberry!

Man: How did you know that?

Anna: A little bird told me.

Key Words

binoculars	<i>n</i>	a device that you hold up to your eyes and look through to see things that are far away
bird	<i>n</i>	an animal that has wings and is covered with feathers
block	<i>n</i>	an area of land surrounded by four streets in a city
briefcase	<i>n</i>	a flat case that is used for carrying papers or books
data	<i>n</i>	facts or information used usually to calculate, analyze, or plan something
disguise	<i>n</i>	made to look like something else
drop off	<i>phrasal verb</i>	to take someone or something to a place and then leave
fragaria	<i>n</i>	a flowering plant that bears strawberries
genius	<i>adj</i>	in a way that uses remarkable talent or intelligence
guy	<i>n</i>	a man (informal)
imagination	<i>n</i>	the ability to form a picture in your mind of something that you have not seen or experienced
in the way	<i>expression</i>	making it more difficult for a person to do something
lawyer	<i>n</i>	a person whose job is to guide and assist people in matters relating to the law
A little bird told me	<i>expression</i>	a way of saying that you do not want to reveal who told you something
nest	<i>n</i>	the place where a bird lays its eggs and takes care of its young
official	<i>adj</i>	permitted, accepted, or approved by a person or organization that has authority
pigeon	<i>n</i>	a gray bird that is common in cities and that has a fat body and short legs
price	<i>n</i>	the amount of money that you pay for something or that something costs

reach	<i>v</i>	to be able to touch, pick up, or grab something by moving or stretching
sense	<i>v</i>	to understand or be aware of (something) without being told about it or having evidence that it is true
strawberry	<i>n</i>	a soft, juicy red fruit that grows on a low plant with white flowers
top-secret	<i>adj</i>	kept completely secret by high government officials
valuable	<i>adj</i>	very useful or helpful
Why not?	<i>expression</i>	used to make a suggestion, or agree to a suggestion

Quiz - Level 2, Lesson 28 - For the Birds

Listen. Circle the letter of the correct answer.

1. What is one problem that Anna is having?

- a. Anna found too many ice cream trucks.
- b. She is more excited about ice cream than Kelly.
- c. Anna has only seen one kind of bird.
- d. She likes ice cream more than she likes birds.

3. What does Anna think is happening?

- a. The man in the nice suit is a spy.
- b. The briefcase holds top-secret information.
- c. The ice cream truck driver is a spy.
- d. She thinks all of these things are happening.

2. Which sentence uses “be supposed to” correctly?

- a. We supposed to meet at the park to watch birds.
- b. I was supposed to seeing more birds than pigeons!
- c. You are supposed to find birds for the bird count.
- d. All of the sentences use “be supposed to” correctly.

4. What does the man want to do?

- a. Show Anna how to make a poem.
- b. Ask Anna if she likes ice cream.
- c. Get his briefcase back from Anna.
- d. Find out why Anna is disappointed.



You are starting your own school. You must write the rules for students and teachers at your school. Use the pictures to get ideas for the rules. Work with a partner to write the rules using "be supposed to," "should," "ought to" and "have to."

Example: Both teachers and students ought to follow the rules for wearing a mask.



Our School's Name: _____

At our school, everyone is supposed to be kind.

STEP 1

Look at the pictures. With your partner, divide them so each person will make inferences about three pictures. First, write what you see. Then make an inference about what is happening in each one.

WHAT I SEE		INFERENCE
<p>I see... <i>In picture 1, I see two adults pointing to a child. They might be yelling.</i></p>		<p>I infer... <i>The parents are angry at the child because...</i></p>
<p>1. </p>	<p>2. </p>	<p>3. </p>
<p>4. </p>	<p>5. </p>	<p>6. </p>

WHAT I SEE	INFERENCE
I see... _____	I infer... _____
_____	_____
_____	_____

WHAT I SEE	INFERENCE
I see... _____	I infer... _____
_____	_____
_____	_____

