



LEVEL 2
LESSON 30
DREAM A
LITTLE DREAM

Topics Talking about dreams Talking about future plans	Prepare Before Class Print the Dreams, Plans and Hopes game board Print out the Hopes and Dreams handout and the Activity Sheet Prepare copies of the Certificate of Achievement
Learning Strategy Predict	Goals Using “dream” “hope” “plan” “would love” and more

Day 1

Introduce the Lesson

Say, “In this lesson Anna talks with her coworkers about their dream careers. How about you? Are you studying English to help yourself achieve your own dream career?” Give students a chance to express their career hopes and dreams.

As this is the final lesson in the course, tell students they have earned a Certificate of Completion. The .pdf file attached to this document or [on our website](#) may be edited to include the student’s name or multiple copies can be printed and completed by hand.

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, we learn about the careers Anna’s friends would like to have. Let’s look at a list of the most in-demand careers, according to [Indeed.com](#) in November 2020.” Ask students if any of these are in their own career plans:

1. Home health aide
2. Nursing assistant
3. Construction worker
4. Physical therapy aide
5. Truck driver
6. Medical technologist
7. Operations research analyst
8. Financial advisor
9. Registered nurse
10. Web developer
11. Health services administrator
12. Physical therapist
13. Information security analyst
14. Statistician
15. Software developer

Day 2

Present the Conversation

Tell students that the video shows Anna learning about her coworkers' dream careers. 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

We hope you have enjoyed Level 2 of Let's Learn English. Everyone is following their dreams, big and small.

What are your dreams? Our dream is for you to keep learning English!

Thanks for watching.

Expressing Dreams and Hopes Activity

Print enough copies of the Dreams, Plans, Wishes and Hopes game board to have one for a group of four or five students. Give students the Hope and Dreams handout. Say, "This final lesson in the course is about dreams – things you've wanted to do, be or have for a long time. On the handout, you can see six different ways to express your dreams. Let's take a look at them together."

Have students read the sentence form and examples aloud and ask for personal examples with each verb shown on the handout. Then ask, "Are you ready to play a game with these words?" Give students small objects or coins to use as markers. Explain how to choose

spaces by closing your eyes and touching the 2x4 grid on the game board. If dice are available students can use them.

Tell students that they should decide which structure to use from the ones they have seen in this lesson and previous lessons. Give these examples: “You roll the dice and land on ‘Your friends.’ You can say, ‘I hope my friend meets a nice guy.’ or: ‘I have dreamed of my friends having a million dollars!’ or ‘I am thinking about starting a business with my friend’ or ‘I plan to have a party with my friends next weekend.’”

Watch as students play and answer any questions that arise about the structures.

Day 3

Learning Strategy

Say, “The learning strategy for this lesson is Predict. In this lesson, the nurse says, ‘A student of mine didn’t do well on her science test. So, she won’t be able to make it ... to graduation.’ She is predicting that the student will not be able to graduate because of her low score on the test.”

Continue, “When we are reading or listening in English, we can predict to help us follow the material better. For example, when I am listening to the weather report, and I hear ‘I’m sorry if you had plans for the weekend...’ I can predict, or guess, that there is going to be bad weather over the weekend. Then I can listen more carefully to find out when the rain or snow is going to begin. When I am reading a story in the news, I can look at the headline and the photos to predict what the story is going to be about. Then if there are words or sentences I do not know, at least I will have a general idea about the content of the story.”

Ask students, “How about you? Do you use this strategy when you are studying English or watching movies or television programs?” Give students a chance to report on the times they have predicted to help them understand what they are reading or hearing. Ask students to write about the strategy and how they used it in their notebooks for future reference.

Activity

Introduce the activity: “In this lesson, Anna mentions a ‘bucket list.’ She asks Jonathan, ‘What’s at the top of your bucket list?’ A bucket list is a list of things you would like to do at some point in your life. We call it that because there is an idiom, ‘to kick the bucket,’ meaning to die. So a bucket list lists the things you want to do before you die.”

Pair students and ask them to write their own bucket list. Then they should interview their partner. If they get any new ideas for their bucket list, they can add them on the lower part of the Activity Sheet.

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. Ashley says, "I would love to be a dog trainer. Actually, I've taught my dog, Dublin, lots of tricks!"

The question is: What does Ashley tell Anna about dogs?

2. Nurse says, "I'm looking at her test results and they're not good. In fact, I'm afraid she's not going to make it."

Anna says, "What?! I'm not going to make it? I'm dying?"

Nurse says, "I wasn't talking about you. A student of mine didn't do well on her science test. So, she won't be able to make it ... to graduation."

The question is: What mistake does Anna make?

3. Jonathan says, "I'd love to win the World Karaoke Contest." Anna tells him about the contest auditions in DC. Jonathan says, "Are you serious? Can you read the story by yourself?"

The question is: What does Jonathan ask Anna?

4. Pete says, "I plan on selling my book to Hollywood and becoming rich and famous." Then he gets a phone call and says, "It's my agent! Hello? Uh-huh. Sure! I can be in Los Angeles tomorrow!"

The question is: What does Pete plan 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. Write the words or phrases you think they may need on the board. Here is the writing prompt:

Think of this statement: When choosing a career, a person should seek self-fulfillment rather than money. It is more important to 'live one's dream' than to earn a good salary.

Begin by saying whether you agree or disagree. Then list the main factors that influence a person's choice of career. Consider whether some jobs are more worthwhile than others. Discuss the importance of a good salary when choosing a career.

Have students exchange their work and discuss their opinions. Collect the writing to include in the students' portfolios.

Conversation

- Ashley: Anna, where are you going in such a hurry?
- Anna: Hi, Ashley. The nurse's office. Today I get the results from my blood test.
- Ashley: I'm sure you're fine. Don't worry.
- Anna: You know, I used to dream of being a nurse. It is such an honorable career. Is there something you've dreamed of doing?
- Ashley: Sure! I would love to be a dog trainer. Actually, I've taught my dog, Dublin, lots of tricks!
- Anna: Well, I'm off to the nurse. Bye, Ashley.
- Ashley: Bye, Anna.
- Anna: Bye, Dublin.
- (Anna stands near the nurse's office and listens to her phone call.)
- Nurse: I'm looking at her test results and they're not good. In fact, I'm afraid she's not going to make it.
- Anna: What?! I'm not going to make it? I'm dying?
- Nurse: Anna, come in. How are you?
- Anna: I guess..not so good. I'm dying!?
- Nurse: What are you talking about?
- Anna: I just heard you on the phone. Just tell me: How much longer do I have?
- Nurse: I wasn't talking about you. A student of mine didn't do well on her science test. So, she won't be able to make it ... to graduation.
- Anna: Whew. Thank goodness! For a minute, my whole life passed before my eyes. There are so many things I haven't done yet.
- Nurse: Well, life is short. It's important to do something you love every day.
- Anna: I couldn't agree more.
- Nurse: Now, let's talk about your blood test. Your cholesterol is really low.
- Anna: Awesome!
- (Next, Anna is sitting in a sound studio with Jonathan.)
- Jonathan: Okay, Anna, say something and I'll check your sound level.
- Anna: Testing 1, 2, 3. Testing. Jonathan, I've been wondering something: What's at the top of your bucket list?
- Jonathan: That's easy. I'd love to win the World Karaoke Contest.

Anna: This is so strange. I just saw on Twitter that they are having auditions in D.C. this weekend!

Jonathan: Are you serious? Can you read the story by yourself?

Anna: Sure, absolutely.

Jonathan: Thanks!

Anna: You go.
(Anna goes outside and talks to Penelope.)

Anna: Penelope, I was wondering if you still dream of being a dancer.

Penelope: Only every day!

Anna: Well, guess what: A famous dancer is having a flash mob around the corner! Hundreds of people are dancing together!

Penelope: No way!

Anna: Way! If you leave right now, you can join them! Bye!
(Anna then sits with Pete in the office kitchen.)

Anna: Pete, what's one of your dreams?

Pete: Well, last night I dreamt I was in a spaceship. I was flying through outer space with these two beautiful...

Anna: Pete -- not that kind of dream. I mean your hopes for the future.

Pete: Oh. I plan on selling my book to Hollywood and becoming rich and famous.

Anna: That's going to be difficult.

Pete: It's my agent! Hello? Uh-huh. Sure! I can be in Los Angeles tomorrow!

Anna: Well, good job, Anna! My work here is done ... almost.
(Music plays as Anna talks to many more coworkers)

Music: You can search but you won't find the answer without a dream. You can reach for the stars but you won't get there without a dream...without a dream.
(Anna is sitting at her work desk.)

Ms. Weaver: Anna, what's going on? Where is everybody?

Anna: I don't know. Maybe something is, uh, going around the office.

Ms. Weaver: You mean germs? Anna, you'd better use some of this hand cleaner. You don't want to get sick, too.

Anna: Right. Okay, thanks. Not germs – dreams, Ms. Weaver. Dreams.

Ms. Weaver: What did you say, Anna?

Anna: Nothing. Nothing.

Key Words

absolutely	<i>adv</i>	completely or totally
blood	<i>n</i>	the red liquid that flows through the bodies of people and animals
bucket list	<i>n</i>	a list of experiences or achievements that a person hopes to have or accomplish during their lifetime
flash mob	<i>n</i>	a large group of people who get together suddenly in a public place, perform an unusual or seemingly random act, then disperse
germ	<i>n</i>	a very small living thing that causes disease
go around	<i>v</i>	to go or pass from one person to another person
honorable	<i>adj</i>	deserving honor and respect
hundred	<i>n</i>	the number 100
karaoke	<i>n</i>	a form of entertainment in which a device plays the music of popular songs and people sing the words to the songs they choose
level	<i>n</i>	an amount of something
make it	<i>expression</i>	to not fail, die, et cetera
My whole life passed before my eyes	<i>expression</i>	to quickly imagine major moments in your life as a response to fearing death or harm
nurse	<i>n</i>	a person who is trained to care for sick or injured people and who usually works in a hospital or doctor's office
result	<i>n</i>	information that you get from a scientific or medical test
rich	<i>adj</i>	having a lot of money and possessions
spaceship	<i>n</i>	a vehicle that is used for travel in outer space
thank goodness	<i>expression</i>	an expression used to show happiness that something bad has been avoided or has finished

Quiz - Level 2, Lesson 30 - Dream a Little Dream

Listen. Circle the letter of the correct answer.

1. What does Ashley tell Anna about dogs?

- a. She wants to teach people to train dogs.
- b. Ashley wants to become a dog trainer.
- c. She plans to teach Dublin lots of tricks.
- d. Ashley tells Anna all of these things.

3. What does Jonathan ask Anna?

- a. If she knows how to check sound levels
- b. If Anna has heard about the contest
- c. If she can read the story by herself
- d. Jonathan asks Anna all of these things.

2. What mistake does Anna make?

- a. She thinks her test results will be bad.
- b. Anna believes that she is going to die.
- c. She thinks the nurse is talking about her.
- d. Anna makes all of these mistakes.

4. What does Pete plan to do?

- a. Sell his book to Hollywood
- b. Become rich and famous
- c. Be in Los Angeles tomorrow
- d. Pete plans to do all of these

SENTENCE FORM	EXAMPLE
<i>would, always, thinking about</i>	
I would love + infinitive	I would love to be a dog trainer.
I've always wanted + infinitive	I've always wanted to start a wellness company.
I'm thinking about + gerund	I'm thinking about joining a musical band.
<i>with dream</i>	
My dream is + infinitive	My dream is to be a dancer.
I've dreamed of + gerund	I've dreamed of traveling the world.
<i>with hope</i>	
My hope is + infinitive	My hope is to open an English school one day.
I hope + infinitive	I hope to have a house with a garden.
<i>with plan</i>	
My plan is + infinitive	My plan is to become a journalist.
I plan + infinitive	I plan to work as a museum tour guide.
I plan on + gerund	I plan on selling my book to Hollywood.
<i>Note that "dream", "hope" and "plan" can be nouns or verbs.</i>	



Dreams, Plans, Wishes and Hopes Game

A conversation game to find out about each other's dreams and goals. Choose would, always, thinking about, dream, plan or hope and talk about the topic you land on.

Start	Your family	Your house	Your studies		
	Your job	Your friends	Go Back 2	Go Back 2	Your (future) children
	Future husband or wife	Your English		FREE	
	Go Ahead 2	FREE	Your car	Your teacher	
	Health care	Your country		Your car	
	Travel			Go Ahead 2	The environment
	Your friends			Your father	Food
	Your sibling	Your mother		Your mother	Going to the dentist

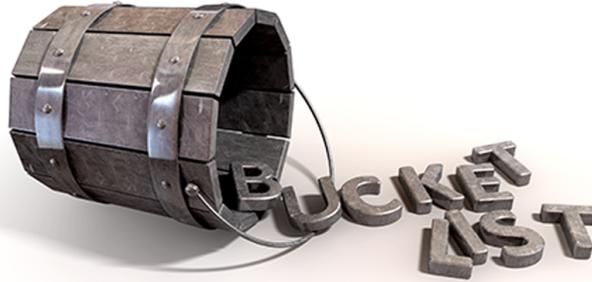


Sports	FREE	Space	Mail	Cooking	Money
					Trade places
					Shopping
					Malls
					Media
					Going to the doctor
					When you are old
					FREE
					Go Ahead 2
					Computers
					Education
					Books
					Farming
					Go Back 1
					Your government
					The weather
					Go Ahead 1
					Clothes in the future
					FREE
					This game
					END

Close your eyes and put a finger on the grid below to see how many spaces you should move. Land on an arrow and jump ahead or back.

1	2	3	4
5	6		

A 'bucket list' is a list of experiences or achievements that a person hopes to have or accomplish during their lifetime.



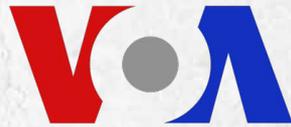
IDEAS

- Experience ... (adventure)
- Learn something new...
- Travel to...
- Help others...
- Investigate...
- Create...
- Try something new...

Read the sample Bucket List above. Then write your own bucket list.

With a partner, talk about your bucket list. Did you get any new ideas? Now write your new ideas.

Photo: <http://livingembellished.blogspot.mx/2010/06/bucket-list.html>
<https://learningenglish.voanews.com>



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