



# LEVEL 2 LESSON 1 BUDGET CUTS



## Topics

Agent nouns  
New occupations  
Evaluating people's activities

## Prepare Before Class

Print copies of the student Activity Sheet

## Learning Strategy

Make Inferences

## Goals

Use the Present perfect; Present perfect continuous

## Day 1

### ***Introduce the Course***

Tell students, “Today we begin Level Two of Let’s Learn English. In this course, Anna is working as a journalist. She learns many things about her new home, Washington DC. In the videos, the Professor Bot character explains the grammar of each lesson.”

Ask, “What is your goal for this course?” Give students a chance to tell about their goals for studying this course. Possible answers include: to speak more comfortably in English, to understand conversations in English better, and to learn more vocabulary in English.

### ***Introduce the Lesson***

In Lesson 1, Anna and her work friends are worried about changes to their jobs. Ask students, if they are adults, to think of a time when they worried about a job. For younger students, ask if they sometimes hear rumors (stories that may not be true) at school about changes in teachers or their schedule. Explain that talking about such stories before getting the facts may cause unneeded worry.

## 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.

### Day 2

#### Present the Conversation

Tell students that the video will show Anna and her work friends in a meeting. Play the video or audio of the conversation or give out paper copies of the Conversation 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.

##### Purpose

##### Professor Bot's Comment

##### Work word hunt

Hi! I'm Professor Bot! This video is all about work. People talk about jobs and things that happen at work. Your assignment is to find as many work words as you can. Don't worry, I'll help.

##### Examples of work words

Did you hear any work words? They talked about a lot of jobs. You can make the name of a job by adding an ending to a verb! Kaveh reports; so, he's a reporter. Amelia used to detect, so she was a detective. If you teach, you're a teacher. And a videographer....uh, I think you understand.

##### Review of work words

Ms. Weaver's team is doing a good job! How about you? Did you find all of the work words? Here's a list you can check:

boss  
meeting  
raises  
email  
budget cuts

accounting  
gossip  
rumors  
lose a job  
reporter

videographer  
detective  
teacher  
update a resume  
fire  
assignment

## ***Learning Strategy***

Introduce the strategy: Tell students, “Making an inference means making a guess based on what you know.”

Continue: “In the video, you hear Amelia tell Kaveh: ‘I just heard Anna and Jonathan talking about budget cuts.’ Kaveh makes an inference when he says, ‘That must be what the meeting is about. When there are budget cuts, people lose their jobs.’”

Explain, “As you learn English, you can use this strategy to help when you do not understand every word you hear or read. Making an inference means you guess, using what you do understand, about new words or expressions in English.

## ***Activity***

In this activity, students will practice the strategy Make Inferences and the present perfect continuous verb tense: HAVE + BE + verb + ing. If the students have not yet studied this tense, point out the examples in the conversation and explain it before they do this activity.

Here are the examples in the conversation:

- Wait, who has been talking about budget cuts?
- Well, everyone has been worrying about, you know ...
- We’ve been worrying that you are going to fire us!
- Budget cuts have been happening.

Explain, “We often make inferences when we look at photos. Let’s practice that today.” Ask students to choose one of the photos and answer the questions with a partner.

Hand out copies of the student activity sheet. Go through the instructions for the steps and model the sample yourself or have a student read the sample aloud.

**Step 1:** With your partner, look at each picture. Think about the people in the picture.

**Step 2:** Choose one picture. Make an inference to answer the questions

- a. How does each person in the picture feel?
- b. What have they been doing?
- c. Tell your partner. Write your answer in the box.

Tell students: “Next, let your partner choose a picture and make an inference about the people. It is okay to guess. Use your imagination.” Remind students to use the present perfect progressive. Afterward, have several pairs share their inferences with the class.

## ***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. Jonathan says, "I have heard people in the building talking about budget cuts."  
*The question is: What does Jonathan think will happen in the meeting?*
2. Kaveh says, "When there are budget cuts, people lose their jobs."  
*The question is: What does Kaveh think will happen after the budget cuts?*
3. Ms. Weaver says, "The reason for this meeting is to tell you what a good job you've been doing and give out new assignments."  
*The question is: What does Ms. Weaver want to do at the meeting?*
4. Ms. Weaver says, "I'm not going to fire any of you... Budget cuts have been happening. But only one person has lost their job. Mark, in Accounting?"  
*The question is: What does Ms. Weaver say about the team?*

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

## ***Writing***

Ask students to write their answer, in one paragraph, to this question:

What job would you like to do in the future? Tell how you will use English in the job.

If time allows, have students illustrate their work with photos from magazines or the internet and put them on the classroom walls to remind them of their motivation for learning English.

## Resources

### Conversation

- Anna: Hum. Oh! "Important meeting. Everyone must come." Well, back to work! And my boss has called a meeting. I wonder what it's about. Maybe we're all getting raises! Ooo, there's Jonathan! Maybe he knows.
- Anna: So, Jonathan, what do you think today's meeting is about? The email sounded important.
- Jonathan: Well, I have heard people in the building talking about budget cuts.
- Anna: Oh! Budget cuts? Wait, who has been talking about budget cuts?
- Jonathan: Mark in Accounting.
- Anna: Mark in Accounting? That's one person. That's not "people."
- Jonathan: I know, but Mark knows everything that goes on at The Studio.
- Anna: That is true. But wait, look at us. We shouldn't gossip. That's how rumors start. We'll just go to the meeting and see what happens.
- Jonathan: You're right. No more talk about budget cuts.
- Amelia: Budget cuts? Oh no!
- Amelia: I just heard Anna and Jonathan talking about budget cuts.
- Kaveh: That must be what the meeting is about. When there are budget cuts, people lose their jobs.
- Amelia: Not you. You're a good reporter.
- Kaveh: And it's not you. You've done a great job as a videographer.
- Amelia: I can't go back to being a detective. Criminals scare me!
- Kaveh: And I can't go back to being a teacher! High school kids scare me!
- Kaveh: Penelope, have you heard the news? Today's meeting is about budget cuts.
- Penelope: That's awful! What should I do?
- Kaveh: Update your résumé. I've already updated mine. I'll see you at the meeting.
- Ms. Weaver: Hello everyone! Quiet, please. Quiet, please!
- Ms. Weaver: This meeting won't take long. Then you can all leave.
- Ms. Weaver: What is wrong with everyone? You look like I'm going to fire you. Ha-ha-ha-ha-ha! Seriously, what is wrong with everyone?
- Anna: Excuse me, Ms. Weaver?
- Ms. Weaver: Yes, Anna.

**Anna:** Well, everyone has been worrying about, you know ... We've been worrying that you are going to fire us!

**Ms. Weaver:** I'm not going to fire any of you! No! The reason for this meeting is to tell you what a good job you've been doing and give out new assignments. Budget cuts have been happening. But only one person has lost their job -- Mark in Accounting? Now, let's talk about those new assignments.

## Key Words

accounting	<i>n</i>	the skill, system, or job of keeping the financial records of a business or person
boss	<i>n</i>	the person whose job is to tell other workers what to do
budget	<i>n</i>	an amount of money available for spending that is based on a plan for how it will be spent
calm	<i>adj</i>	not angry, upset, excited, etc
criminal	<i>n</i>	a person who has committed a crime or who has been proven to be guilty of a crime by a court
detective	<i>n</i>	a police officer whose job is to find information about crimes that have occurred and to catch criminals
e-mail	<i>n</i>	a system for sending messages from one computer to another computer
fire	<i>v</i>	to dismiss (someone) from a job
rumor	<i>n</i>	information or a story that is passed from person to person but has not been proven to be true
scare	<i>v</i>	to cause (someone) to become afraid
update	<i>v</i>	to change (something) by including the most recent information
videographer	<i>n</i>	a person who records images or events using a video camera

## Expressions

gossip	<i>v.</i>	to talk about the personal lives of other people
get out	<i>phrasal verb.</i>	used as an angry way to tell someone to leave
get the ax	<i>informal expression.</i>	to lose your job : to be fired from your job
give (someone) the boot	<i>informal expression.</i>	to dismiss from a job or discharge from a group
kick out	<i>phrasal verb.</i>	to force (someone) to leave a place, group, or school

## Quiz - Level 2, Lesson 1 - Budget Cuts

Listen. Circle the letter of the correct answer.

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|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>1. What does Jonathan think will happen in the meeting?</p> <ul style="list-style-type: none"><li>a. Jonathan thinks the meeting is about Mark in Accounting.</li><li>b. He thinks the boss will tell people not to spread rumors.</li><li>c. Jonathan thinks the meeting is about budget cuts.</li><li>d. He thinks the staff will gossip about the email.</li></ul> | <p>3. What does Ms. Weaver want to do at the meeting?</p> <ul style="list-style-type: none"><li>a. She wants to find out what they have been doing in their jobs.</li><li>b. Ms. Weaver wants to dance with Anna and the Studio team.</li><li>c. She wants to praise the team and give them new assignments.</li><li>d. Ms. Weaver wants to tell the team she is going to fire them.</li></ul> |
| <p>2. What does Kaveh think will happen after the budget cuts?</p> <ul style="list-style-type: none"><li>a. Kaveh thinks that he will become a videographer.</li><li>b. He thinks that Amelia will get another job.</li><li>c. Kaveh thinks that the Studio will close.</li><li>d. He thinks that people will lose their jobs.</li></ul>                                 | <p>4. What does Ms. Weaver say about the team?</p> <ul style="list-style-type: none"><li>a. They are doing a good job and getting new assignments.</li><li>b. Mark from Accounting is going to be part of their team.</li><li>c. Everyone is going to lose their jobs.</li><li>d. There will not be any budget cuts.</li></ul>                                                                 |



STEP 1

With your partner, look at each picture. Think about the people in the picture.



Sample:

**I think they are happy. I think they have been talking about their school days before taking this picture.**

STEP 2

Choose one picture and make an inference to answer the questions. How does each person in the picture feel? What have they been doing before the picture was taken? Tell your partner. Then write your answer in the box.

A



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C



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B



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D



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# LEVEL 2 LESSON 2 THE INTERVIEW



<b>Topics</b>  Job hunting Describing talents and skills Describing accomplishments Job interviews	<b>Prepare Before Class</b>  Job advertisements from local publications appropriate to your student level or cards with jobs around your community or school that are appropriate for students. Print student Activity Sheet Print Hamburger Paragraph handout
<b>Learning Strategy</b>  Set a Goal	<b>Goals</b>  Use Two-word verbs

## Day 1

### *Introduce the Lesson*

Tell students, “Today we will learn how to talk about our talents and skills. That means answering questions like, ‘What can you do well?’ and ‘What are you proud of doing in your life?’ When people look for a job, they must answer questions like these.”

### *Teach Key Words*

Have students listen as you say the new words and then pronounce them after you. Use one of the activities in the How-To Guide to practice new vocabulary.

## Present the Conversation

Tell students that the video will show Anna talking with Pete about a job opening. Ask students: “Listen and try to answer these questions: What is the job? Why does Anna think Pete is a good person for the job?”

Play the video, if you can. Give out paper copies of the Conversation from the Resources section. Ask students to form groups of three or four and practice it by acting it out.

Ask one or two groups to read the conversation aloud for the whole class. Return to the questions above and see if students can answer them.

Answers: The job is as a co-host with Anna on her new show. Anna thinks Pete is different from her. She is outgoing - Ms. Weaver calls her a “people person” but Pete likes to be alone.

## Day 2



### Professor Bot's Lesson

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

#### Purpose

#### Professor Bot's Comment

#### *Phrasal verb hunt*

I wonder what Anna's new assignment will be? Prof. Bot here!  
While you are watching, look for phrasal, or two-word verbs. Some stay together, like “go back” and some can come apart, like “give [assignments] out.” Good luck, Anna!

#### *Examples of phrasal verbs*

Did you find any two-word verbs? Here's one example. Pete can throw the want ads away! Throw away is a two-word verb.

#### *Review of phrasal verbs*

Did you find more two-word verbs? Here's what I found:

give out  
go back  
tear up  
come in

take on  
team up  
throw away  
find out

## ***Learning Strategy***

Introduce the strategy Set a Goal. Explain, “Ms. Weaver asks Anna to do a new show. She asks Anna to team up with someone. Anna sets a goal for herself: ‘I will find that person.’ When we decide to do something, we can say we are setting a goal to do it.”

“Setting a goal is a powerful learning strategy. When we learn English, we often set goals. They help us focus on what we need to do. Today we will set goals for what we want to get from this course.”

Ask students to take out a notebook and pen. Have them write three goals for the course. Give examples based on what you know they need to improve, such as ‘I will become more confident in speaking English in the coming term,’ or ‘I will improve my listening skills in English by listening to my lessons every night at home.’

If your classroom allows putting things on the walls, ask students to write their goals on cards that you can attach to the wall. This will remind them of their goals throughout the term. If you cannot put up the goals, ask students at different times through the course to look at their notebooks and review their goals. Ask them to write notes on their progress toward meeting the goals as a written assignment at times, such as after Lesson 15.

## ***Activity***

Bring examples of jobs that are advertised in the area where you teach, or create some job advertisements for jobs your students may be able to do. They can be jobs at your school, such as cleaning the board for the teacher, sweeping the classroom, decorating a bulletin board or serving lunch to the students. Or they can be at-home jobs such as tending the garden, walking dogs or watching pets, folding clothes, helping to cook food, shopping for an elderly neighbor or reading to younger children.

To begin, explain, “Pete has a job interview with Ms. Weaver in this lesson. Today you will practice having a job interview, too.”

Have students form pairs. Have them look at the jobs on the Activity Sheet. For each one, they can pretend to do an interview for the job.

Here is the sample:

Student A: What job do you want?

Student B: I want to help make lunch. I am good at cooking. I like tasting food and seeing people eat the food I make.

After the students complete the Activity Sheet, give them the cards or job ads you have collected to give them more practice. Discuss the key points of success in a job interview: good grooming, a friendly manner, and ability to tell about yourself. Ask students to identify what Pete did wrong in the conversation video.

Put two chairs in the front of the classroom and ask for volunteers to perform how they would interview for one of the jobs you have given them. Remind students to straighten their clothing and check their appearance so they will look their best before they perform the “interview.”

## 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.

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

1. Ms. Weaver says, “I want you to go back to hosting and reporting.”  
*The question is: What does Ms. Weaver want Anna to do?*
2. Anna says, “Forget about the crossword puzzle. I have a job offer for you!”  
*The question is: What does Anna mean when she says, “Pete, you can tear these want ads up and throw them away!?”*
3. Anna says, “My boss wants me to team up with someone to host a talk show... Your interview is tomorrow morning at 10:00 am.”  
*The question is: What does Anna want Pete to do?*
4. Pete says, “Last year, I locked myself in a cabin and wrote a book.”  
*The question is: What did Pete do last year?*

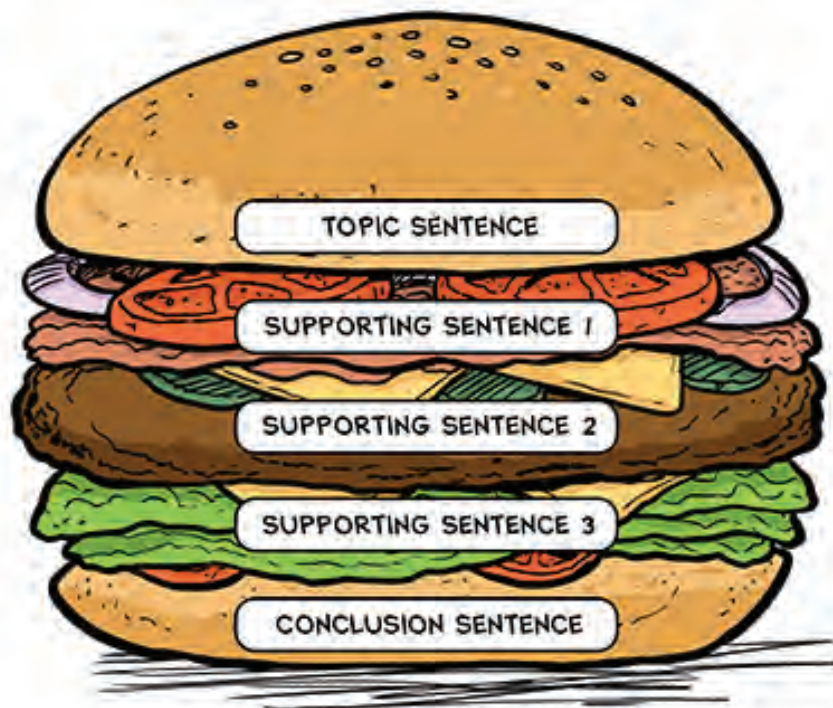
Collect the papers or ask students to trade papers and check the answers together.

### ***Writing***

If students have not yet received instruction on how to write a basic paragraph, introduce the concept of paragraph with a sandwich graphic like the one shown in the Resources section and on the following page.



1. Discuss the three main parts of a paragraph, or story.
  - a. The introduction (top bun or bread)
  - b. The internal or supporting information (the filling)
  - c. The conclusion (bottom bun)
2. Ask students to write a topic sentence that clearly indicates what the whole paragraph is going to be about.
3. Have students write several supporting sentences that give more information about the topic.
4. Instruct students on ways to write a concluding sentence that restates the topic sentence



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Give students the template from the Resources section with the hamburger graphic and spaces to write. 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 skills or abilities do you have that you use now at work or you can use in the future in a job?

After students finish writing, have them put their work on the classroom walls if done on paper, or in a class blog if written digitally.

## Resources

### **Conversation**

- Anna: Ms. Weaver is giving new assignments out. I am ready to take on anything she gives me. Well, except reporting traffic from a helicopter. Wish me luck.
- Ms. Weaver: So, as I said at the meeting last week, I have new assignments for everyone at the Studio. Anna, you are good at asking questions. So, I want you to go back to hosting and reporting.
- Anna: That sounds great.
- Ms. Weaver: And you are a team player. So, I want you to team up with someone ...
- Anna: That sounds even better!
- Ms. Weaver: ... someone who is very different from you.
- Anna: That sounds ... what do you mean “different”?
- Ms. Weaver: Well, you are very cheerful, a real people-person. I want you to team up with someone who ... isn't.
- Anna: Ms. Weaver, I will find that person.
- Mimi: Excuse me. Are you using this chair?
- Pete: Yes.
- Anna: Pete, hi! Thanks for meeting me.
- Pete: Sure. But I don't have lots of time, Anna. I'm busy - looking for work.
- Anna: Pete, you can tear these want ads up and throw them away! I have good news!
- Pete: Anna, I was working on that crossword puzzle.
- Anna: Oh. Sorry. Sorry. Pete, forget the crossword puzzle. I have a job offer for you!
- Pete: I'm listening.
- Anna: My boss wants me to team up with someone to host a talk show. But the person must be different from me. So, I thought of you.
- Pete: Different from you? What do you mean?
- Anna: I'm sorry, Pete, I don't have time right now. Here's my boss's address. Your interview is tomorrow morning at 10 am.
- Pete: But what do you mean “different?”
- Anna: Just be yourself, Pete. Just be yourself.

Ms. Weaver: Thanks for coming in, Pete.

Pete: Thanks for the opportunity, Ms. Weaver.

Ms. Weaver: I need to find out if you have the skills for this job. And I want you to be completely honest.

Pete: Okay.

Ms. Weaver: First, let's talk about your personal skills. Pete, are you a people-person?

Pete: Well, okay, sometimes I think people talk too much.

Ms. Weaver: Pete. What work of yours are you most proud of?

Pete: Last year, I locked myself in a cabin and wrote a book. I didn't talk to anyone the entire time! It was the best two months of my life.

Ms. Weaver: Okay. I think I've heard enough.

Anna: Hey! Hey, Pete, how was the interview with Ms. Weaver?

Pete: Well, she said I was grumpy and not good with people.

Anna: And ... ?

Pete: And, I got the job!

Anna: I knew it! Congratulations! Let's go celebrate.

Pete: Okay!



## Key Words

<b>cabin</b>	<i>n.</i>	a small, simple house made of wood
<b>cheery</b>	<i>adj.</i>	having or causing happy feelings
<b>crossword puzzle</b>	<i>n.</i>	a puzzle in which words that are the answers to clues are written into a pattern of numbered squares that go across and down
<b>entire</b>	<i>adj.</i>	complete or full or not lacking or leaving out any part
<b>grumpy</b>	<i>adj.</i>	easily annoyed or angered; having a bad temper or complaining often
<b>helicopter</b>	<i>n.</i>	an aircraft that can stay in the air without moving forward and that has metal blades that turn around on its top
<b>offer</b>	<i>n.</i>	the act of giving someone the opportunity to accept something
<b>lock</b>	<i>v.</i>	to fasten (something) with a lock
<b>people person</b>	<i>n.</i>	a person who enjoys or is particularly good at interacting with others
<b>personal skills</b>	<i>n.</i>	(interpersonal skills) the skills used by a person to interact with others properly
<b>want ad</b>	<i>n.</i>	a notice in a newspaper, magazine, or website that lets people know about something that you want to buy or sell or a job that is available

### Two-Part Verbs

<b>come in</b>	<i>phrasal verb.</i>	to enter a place
<b>find out</b>	<i>phrasal verb.</i>	to learn (something) by making an effort
<b>give out</b>	<i>phrasal verb.</i>	to give (something) to many people or to hand out (something)
<b>go back</b>	<i>phrasal verb.</i>	to return to a person, place, subject, or activity
<b>take on</b>	<i>phrasal verb.</i>	to begin to deal with (something, such as a job or responsibility)
<b>team up</b>	<i>phrasal verb.</i>	to join with someone to work together
<b>tear up</b>	<i>phrasal verb.</i>	to completely destroy (something) by tearing it into pieces
<b>throw away</b>	<i>phrasal verb.</i>	to put (something that is no longer useful or wanted) in a trash can, garbage can, rubbish bin

## Quiz - Level 2, Lesson 2 - The Interview

Listen. Circle the letter of the correct answer.

1. What does Ms. Weaver want Anna to do?

- a. Report traffic from a helicopter.
- b. Manage assignments at The Studio.
- c. Put the Studio's new team together.
- d. Return to hosting and reporting.

3. What does Anna want Pete to do?

- a. Go to an interview at her job.
- b. Find someone to host a talk show.
- c. Stop asking so many questions.
- d. Meet her at her boss's house.

2. What does Anna mean when she says, "Pete, you can tear these want ads up and throw them away!?"

- a. Throw the want ads up in the air.
- b. Put the want ads in the garbage.
- c. Call someone from the want ads.
- d. Give the want ads to someone else.

4. What did Pete do last year?

- a. Tried to build a cabin in the woods
- b. Tried to become more of a people person
- c. Stayed in a cabin alone and wrote a book
- d. Talked about the work that he is proud of

STEP 1

Write about the skills you have for each job. Think of things you like to do. How does it help you do the job well?



Sample:

I can pick up trash at my school. I am good at finding things that should go into the trash. I like making the school grounds look nicer.

What job do you want?



I am good at cooking. I want to help make lunch.

STEP 2

With your partner, do a job interview for each job. Ask and answer: What skills do you have for this job? Do you enjoy doing it?

A




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C




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B




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D

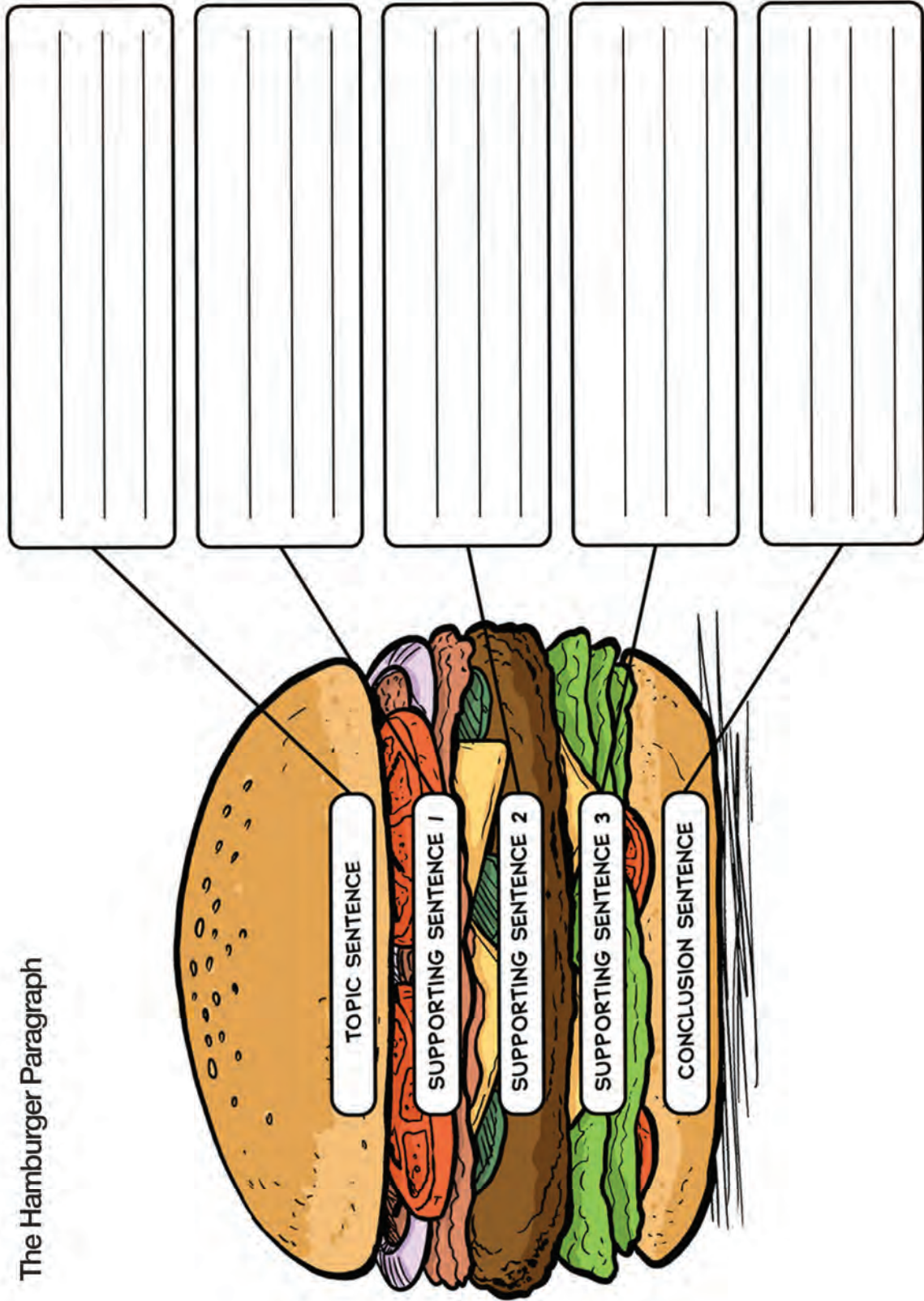



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# The Hamburger Paragraph



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**LEVEL 2**  
**LESSON 3**  
**HE SAID,**  
**SHE SAID**



<b>Topics</b>	<b>Prepare Before Class</b>
Time Daily Routines & schedules Explaining why you are late Leaving and taking messages	Print copies of the student Activity Sheet
<b>Learning Strategy</b>	<b>Goals</b>
Monitor	Grammar: Past perfect

**Day 1**

***Introduce the Lesson***

Explain that in Lesson 3, Pete and Anna meet with Director Kelly, but they arrive late. The two tell very different stories about their morning. Ask students, “Do you have a friend who is often late to arrive someplace? Or do you arrive late when you go someplace together? In this lesson we will talk about the idea of having a schedule and doing things at a certain time.”

***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.

**Day 2**

***Present the Conversation***

Tell students that the video will show Anna and Pete having a meeting with Director Kelly. 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.

### ***Introduction to Past Perfect***

Uh-oh. It's bad to be late for a business meeting. But while we wait for Pete, let's talk about a new verb tense -- past perfect! You know the past tense, right? Like, "Pete promised to meet me here at 8:00 a.m." Past perfect is a little different. When we talk about two things in the past, we can use the past perfect for the first event. Put "had" before the past participle. "Pete had promised he would meet Anna." Here's your assignment: find sentences with the past perfect tense. Remember, look for "had!"

### ***Review of past perfect***

Anna left a message. That's the right thing to do. Did you find some examples of the past perfect sentences? I did. Anna said, "After Pete had wasted time waiting for coffee, we were late." Look at that coffee! It looks more like dessert! Okay, keep watching for past perfect!

## ***Introduce the Past Perfect***

Explain, "The best way to understand the past perfect is to see that it is used with two events that took place in the past. One event happened before the other - they do not take place at the same time."

Draw a timeline on the board or use the graphic in the Resources section. Mark lines for different hours and tell students this is what happened yesterday. Write down several events that took place yesterday and mark them on the timeline.

*We started English class at 10:00.*

*The fire bell rang at 10:15.*

*We had started English class when the fire bell rang.*

Show your students how the past perfect tense is formed, using the past tense of the verb to have (had) + the past participle of the main verb.

## ***Learning Strategy***

Introduce the strategy Monitor by saying, “The learning strategy for this lesson is Monitor. That means to be aware of what is happening. As you use English, you can check your understanding. Do you understand? If not, what is the problem? You can also check how you write or speak. Are others understanding you? If not, what is the problem?”

Explain: “In this lesson, Anna monitored the time of her commute to work. She knew that she and Pete were late. She called Kelly to tell her. Later, Anna and Pete told Kelly the problem. Kelly monitored when she saw the problem between Anna and Pete. She had a great idea about how to use the different way they see things. They can tell others about their different ideas on their new show: ‘He Said - She Said!’”

Ask students to try monitoring when they do the following activity.

### ***Activity***

In this activity, students will practice the strategy Monitor and the past perfect verb tense. Ask students to line up in two rows. Hand out copies of the “Student A” Activity Sheet to one row and copies of the “Student B” activity sheet to the other row. Ask students to sit together with a student in the row across from them. Make sure each student has a pen or a pencil. Begin by asking: “Can you draw a picture with your eyes closed?” You may want to demonstrate on the board by tying a scarf around your eyes, then drawing an easily identifiable animal, like a snake or a giraffe. Students will enjoy seeing you make a silly picture. Have them guess what it is.

Explain that in the first part of the activity, one student will close their eyes and draw an animal, while their partner watches and guesses the animal. “Keep your eyes closed until you are finished drawing. When you open your eyes, put the pencil down. Your partner has questions on their sheet. Listen to your partner’s questions and answer them.”

Walk around and observe while students complete the first part of the activity. The partner who is watching is supposed to guess the animal and ask their partner if it was difficult to draw with their eyes closed. The students are asked to think about how the learning strategy, Monitor, applies to their drawing. Next, have the students change roles and let the other student try drawing with their eyes closed.

After they finish, ask, “How was it? Did you like drawing with your eyes closed? Why was this drawing difficult? The student may say they do not know how the picture looks. Explain, “It helps to Monitor - looking at how you are doing as you draw. In the same way, when you speak English, you should check to see how well you are doing.”

## ***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. Choose the sentence with the past perfect verb tense.
  - a. Today, Pete and I are meeting with a consultant who will help us with our new show.
  - b. Yesterday, Pete had promised to meet me here at 8:00 a.m. but he did not come on time.
  - c. He had to get his "special" coffee -- SPECIAL coffee!
  - d. She had to feed her birds -- HER birds!
2. Anna says, "Sure. Kelly, see, Pete and I live in the same building. So, we decided to meet at 8:00 a.m. - 8:00 a.m. to come to work together. I had waited 15 minutes when Pete arrived! After Pete had wasted time waiting for coffee, we were late. I left you a message." \*
3. Pete says, "Yeah, that's not why we're late. This is why we're late: I had arrived on time at 8:00 a.m. but didn't see Anna. She was standing behind a tree. I think she was hugging it. I always walk to work. But she said that would take too long and that a scooter would be much faster. It was awful. I hated it. And it added too much time to our commute!"
4. Kelly says, "It's good to see things differently. I have an idea: We will call the show 'He Said, She Said.' For every story, you tell a different point of view."

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

## ***Writing***

Ask students to write their answer to this question:

Think of a friend who thinks about things differently from you. Tell about a time when you saw the same event or situation in very different ways. If time allows, have students exchange their writing with another student and discuss the two points of view in the stories.



### Conversation

- Anna: Today, Pete and I are meeting with a consultant who will help us with our new show. Yesterday, Pete had promised to meet me here at 8:00 am. but he did not come on time.
- Kelly: You two are late -- exactly 43 minutes late! What happened?
- Anna: He had to get his “special” coffee -- SPECIAL coffee!
- Pete: She had to feed her birds -- HER birds!
- Kelly: Okay, I can see already that you need my help. You can't both talk at the same time. You have to take turns. Alright, Anna, you go first.
- Anna: Sure. Kelly, see, Pete and I live in the same building. So, we decided to meet at 8:00 a.m. - 8:00 a.m. to come to work together. I had waited 15 minutes when Pete arrived!
- Anna: After Pete had wasted time waiting for coffee, we were late. I left you a message.\*
- Kelly: Hum. I didn't get that message.
- Anna: Oh. Sorry.
- Kelly: Pete?
- Pete: Yeah, that's not why we're late. This is why we're late: I had arrived on time at 8:00 a.m. but didn't see Anna. She was standing behind a tree. I think she was hugging it. I always walk to work. But she said that would take too long and that a scooter would be much faster. It was awful. I hated it. And it added too much time to our commute!
- Then Anna stopped by a pond to feed the birds. She had named them after characters from books and yelled the names out loud ... Romeo! Juliet! Sherlock!
- By the time she had fed all the birds, we were late.
- Kelly: This is what I think. You two see the same event very differently. Does this happen often with you two?
- Pete: Yes.
- Anna: No.
- Pete: No.
- Anna: Yes.

Kelly: Okay. This is good. This is good! It's good to see things differently. I have an idea: We will call the show "He Said, She Said." For every story, you tell a different point of view.

Anna: That is a great idea, Kelly! Pete, we are different. That's why I thought of you for this job!

Kelly: I think you two understand perfectly.

Anna: Let's get to work!

Kelly: She named the birds? Really?

Pete: Yeah...

\* Business people in the U.S. think you should come to a meeting at the exact time. If you are late to a business appointment, you should call and explain why.

## Key Words

commute	<i>v</i>	to travel regularly to and from a place and especially between where you live and where you work
consultant	<i>n</i>	a person who gives professional advice or services to companies for a fee
event	<i>n</i>	something (especially something important or notable) that happens
exactly	<i>adv</i>	used to stress that something is accurate, complete, or correct
hug	<i>v</i>	to put your arms around someone especially as a way of showing love or friendship
point of view	<i>n</i>	a way of looking at or thinking about something
pond	<i>n</i>	an area of water that is surrounded by land and that is smaller than a lake
promise	<i>v</i>	to tell someone that you will definitely do something or that something will definitely happen in the future
scooter	<i>n</i>	a child's vehicle that is made of a narrow board with two small wheels attached
waste	<i>v</i>	to use (something valuable) in a way that is not necessary or effective

## Quiz - Level 2, Lesson 3 - He Said, She Said

Listen. Circle the letter of the correct answer.

- |                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                     |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>1. Choose the sentence with a past perfect verb tense.</p> <ul style="list-style-type: none"><li>a. Pete and I are meeting with a consultant who will help us with our new show.</li><li>b. Yesterday, Pete had promised to meet me here at 8:00 a.m. but he did not come on time.</li><li>c. She had to feed her birds -- HER birds!</li><li>d. He had to get his "special" coffee -- SPECIAL coffee!</li></ul> | <p>3. What does Pete say about why he and Anna are late?</p> <ul style="list-style-type: none"><li>a. Pete's scooter was too small.</li><li>b. Anna was standing near a tree.</li><li>c. Pete did not know what time to meet Anna.</li><li>d. Anna wanted to ride scooters and feed the birds</li></ul>                                             |
| <p>2. What does Anna say about why she and Pete are late?</p> <ul style="list-style-type: none"><li>a. Pete took too long to get his special coffee.</li><li>b. Anna was talking with Pete for a long time.</li><li>c. Pete did not come to the coffee shop.</li><li>d. They left their apartment too late.</li></ul>                                                                                               | <p>4. What is Kelly's idea?</p> <ul style="list-style-type: none"><li>a. Pete and Anna should learn how to understand each other.</li><li>b. Anna should always agree with Pete's ideas.</li><li>c. Pete and Anna should tell their different points of view on their show.</li><li>d. Anna's point of view is too different from Pete's.</li></ul> |

Close your eyes. Think of an animal. Keeping your eyes closed, draw the animal on the paper. Then answer your partner's questions.



STEP 2

Watch your partner draw. Guess the animal. Ask, "Is it a \_\_\_\_\_?" and "Was it hard to draw?" Listen carefully to your partner's answer. Then ask, "Why?" Write their answer below.

Your partner's answers:

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Learning  
Strategy  
Monitor

Check on how you are doing.  
Can others understand you?  
Can you understand others?

STUDENT B



STEP 1

Watch your partner draw. Guess the animal. Ask, "Is it a \_\_\_\_\_?" and "Was it hard to draw?" Listen carefully to your partner's answer. Then ask, "Why?" Write their answer below.

Your partner's answers:

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**Learning Strategy**  
Monitor

*Check on how you are doing.  
Can others understand you?  
Can you understand others?*

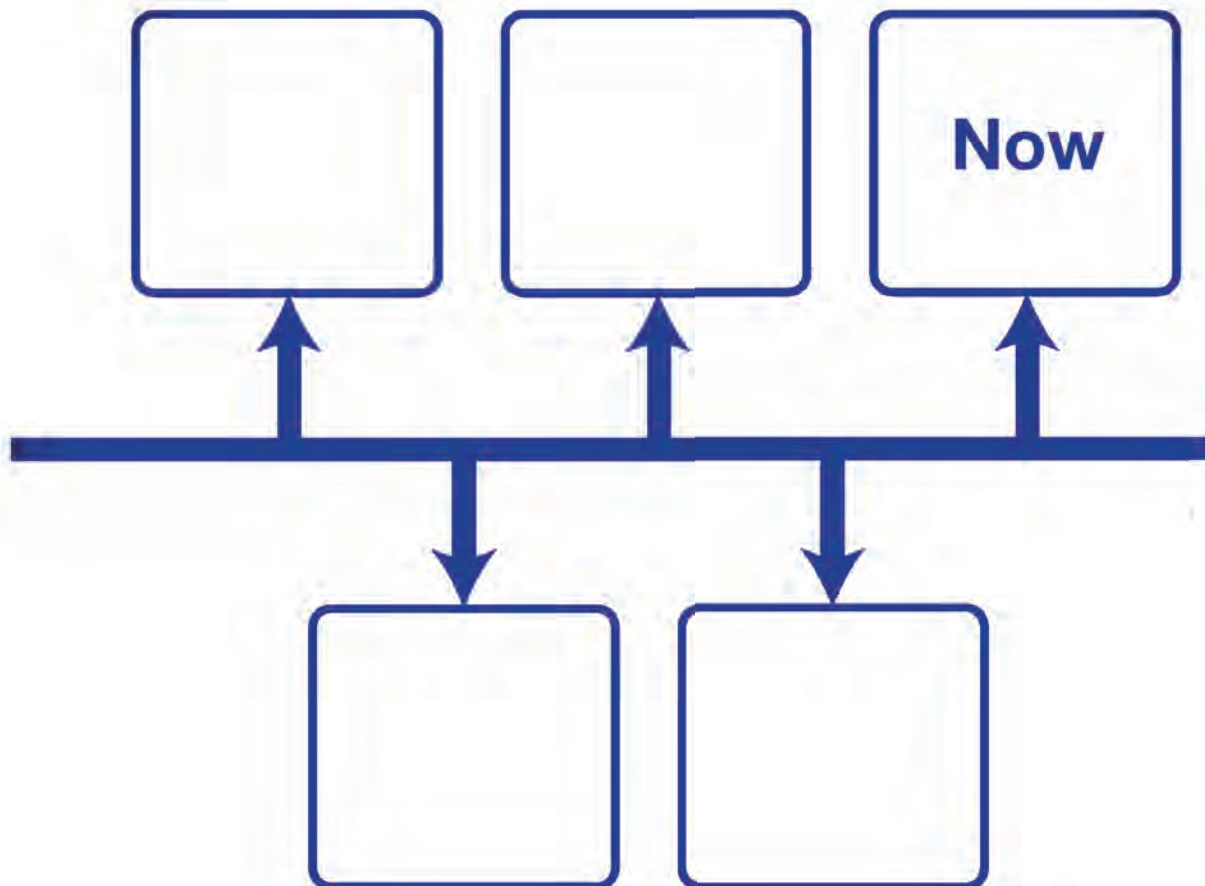
STEP 2

Close your eyes. Think of an animal. Keeping your eyes closed, draw the animal on the paper. Then answer your partner's questions.



# Practice the Past Perfect Tense

Write two or more events on the timeline.



Write a few sentences with the past perfect using the events.

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**LEVEL 2**  
**LESSON 4**  
**RUN AWAY WITH THE CIRCUS!**



<p><b>Topics</b></p> <p>Travel</p> <p>Discussing creative works</p> <p>Expressing opinions</p> <p>Expressing agreement</p>	<p><b>Prepare Before Class</b></p> <p>Print copies of the student Activity Sheet</p>
<p><b>Learning Strategy</b></p> <p>Ask Questions to Clarify</p>	<p><b>Goals</b></p> <p>Expressing opinions</p> <p>Politely agreeing and disagreeing</p>

**Day 1**

***Introduce the Lesson***

Explain that “In Lesson 4, Anna and Pete start their new show. They do not agree about the circus. Are the performers artists or athletes? Do they perform or compete? Find out in the first ‘He Said - She Said’ show. In this lesson, you will see how they support their opinions by explaining their reasons for thinking the way they do.”

***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.

If students need help with the language of agreement and disagreement, provide some phrases in written or spoken form for them to practice, such as the ones below.

**Ways to say “I agree”**

I think so, too.

I am with you.

I can go along with that.

That’s true.

Exactly.

**Ways to say “I disagree”**

I hear what you are saying but..

That's not always true.

I don’t agree.

I disagree.

That’s not the way I see it.



## ***Present the Conversation***

Tell students that the video will show Anna and Pete’s new show, “He Said - She Said.” 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 in “Professor Bot’s Lesson” by reading the text or pausing while playing the video.

### ***Hunt for Agreement***

They did it! They agreed!! Anna says she agrees that the performers are athletic. “That’s a good point, Pete. They are athletic. I agree with you on that point.” Now look for other ways they agree.

### ***Comment on Agreement***

Oh dear. Anna and Pete do not agree about Circus Arts. But that’s okay. Today’s lesson is about agreeing and disagreeing. Let’s listen to how Anna and Pete disagree or agree. Let’s hope these two can agree on something.

### ***Example of Agreement***

Good job you two! I’m so glad that Anna and Pete finally agree! Pete said, “You’re right, Anna.” I agree, too. Circus arts are beautiful.

## ***Expressing Agreement and Disagreement***

Introduce students to expressing agreement and disagreement with an activity that will get them up and moving around the classroom. Students will practice expressing and defending their opinions.

In each corner of the classroom, put one of these signs: Strongly Disagree, Disagree, Agree and Strongly Agree.

Depending on the size of your class, choose four or more of the statements below about the best way to learn English. Or choose your own topics that are important to your students. Write them on the board as you go through the activity or read them aloud one at a time. After reading one aloud, tell students to go to the corner that best matches their opinion.

## Choice of Topics

### A. The best way to improve your English is to...

- write in a journal every day in English.
- practice speaking with a friend in English.
- read as much as you can in English.
- make videos of yourself speaking or reading aloud.

### B. Children should always...

- do what parents tell them to do.
- follow their own interests even when parents do not approve.
- focus on school work more than housework.
- have a choice in what name they use.

The students in the same corner should first discuss why they chose that opinion and then have one member report their reasons back to the class. After each corner has given reasons for their opinion, ask the students from the different corners to politely tell why they disagree with another corner's opinion. Tell students that if they want to switch to another corner they may do so. Repeat with other statements.

## Day 3

### ***Learning Strategy***

Explain, "The learning strategy for this lesson is Ask Questions to Clarify. Clarify means 'to make clear.' When you use English, you often need to ask questions. Of course when you did not hear someone you may ask them, 'Would you please repeat that?' You can also ask questions when you want to learn more about someone's opinions or ideas."

Tell students how Pete asks questions to understand Anna's ideas. "In this lesson, Anna and Pete are talking about circus performers. Are they artists or athletes? Pete thinks they are athletes, but he is trying to understand why Anna thinks they are artists. He says, 'I hear what you're saying, Anna. I do. But where is the art?' This helps to continue the conversation. Anna explains, 'But he's an artist too. He is telling a story with his sticks and his costume.' Then Pete asks, 'What story? What costume?' Anna interviews the circus performers and asks them to explain *why* what they do is an art form. We do not see her questions in the conversation but we see the performers answering them."

Ask, "How about you? When do you ask questions to clarify while you are speaking English? Can you think of an example of a time you needed to ask questions recently?" Give an example if students cannot think of any times.

## ***Activity***

In this activity, students will practice the strategy Ask Questions to Clarify. They will think of a rule that applies to a topic on which they will express an opinion.

Print the Activity Sheets in the Resources section. Note there is a “Student A” sheet and a “Student B” sheet. Have students stand in one row in alphabetical order according to their given name or their English name. Lead one end of the row to walk toward the other end of the row so students are facing a partner. Hand out the “Student A” sheets to one row and the “Student B” sheets to the other row.

Explain: In this activity, you and your partner will practice giving your opinion. After you hear your partner’s opinion, ask a question to clarify why your partner has their opinion.

“For example, if I say, ‘I am a wonderful teacher,’ you may ask, ‘Why?’ I will make this rule when I answer, ‘Because my students are learning English very well.’ Let’s try it with two students now.”

Demonstrate with the two students at one end of the row. Explain:

“You are Student A. Read the part of the girl.” Turn to the other student.

“You are Student B. Read the part of the boy.”

Have them read the example conversation on their sheet aloud.

Ask students to sit together to continue the activity. Point out that each sheet has different topics, so students should take turns listening to and asking about opinions. Tell students, “Your explanation can be a funny one, like, ‘Travel is relaxing because I always fall asleep on a train.’”

After doing each conversation, each student should write their reasons in the box at the bottom of the page.

When the class has finished with the activity, ask several pairs to demonstrate the reasons they gave for the opinions they chose.

## ***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: Recently, I went to a circus festival. It was a celebration of circus arts!  
Pete says: I don't think circus performers are artists. I think they're athletes with interesting skills ... and costumes.  
Anna answers: I completely disagree.  
The question is: How do Anna and Pete think about the circus performers?
2. Pete says: "People who swing from ropes are not artists. I know it's not easy to swing from a bar and catch someone by the hands. You have to be very athletic to do that. But where is the art? They're jugglers. They're just throwing things back and forth."  
The question is: What reason does Pete give for his opinion about circus arts?
3. Anna watches a man juggling and says: "But he's an artist too. He is telling a story with his sticks and his costume... circus performers do more than physical tricks."  
The question is: What reason does Anna give for her opinion about circus performers?
4. Kate says: "It's an art form because like, other sports are competing. This is simply performing and having fun."  
The question is: How does the performer, Kate, show that performing in the circus is an art?

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

## ***Writing***

Ask students to write their answer to this question in the "Hamburger Paragraph" form taught in Lesson 2.

Choose an opinion you heard or saw in this lesson. Or choose an opinion you have heard people around you express. Write three reasons why you agree or disagree with the opinion. Explain each reason fully.

If time allows, have students exchange their writing with another student or read it to that student and then discuss whether they agree or disagree on the opinion.

**Conversation**

Anna: Hello, I'm Anna ...

Pete: ... and I'm Pete. Welcome to "He Said,

Anna: ... She Said"!

Pete: Because there are always two sides ...

Anna: to every story!

Anna: Today's show is about Circus Arts!

Pete: Circus? That's not an art form.

Anna: Yes, it is.

Pete: No, it isn't.

Anna: Yes, it is.

Pete: No, it isn't.

Anna: Yes, it is!

Pete: No, it isn't.

Anna: Yes, it is!

Pete: No, it isn't.

Anna: Yes, it is!

Anna: Today, let's run away with the circus! Recently, I went to a circus festival. There was a huge circus tent. And many different circus performers. It was a celebration of circus arts!

Pete: That looks fun, Anna. But I don't think circus performers are artists. I think they're athletes with interesting skills ... and costumes.

Anna: Hmm, that is a very interesting point of view, Pete. And I completely disagree.

Pete: Anna, Michelangelo was an artist. Rembrandt was an artist. People who swing from ropes are not artists. I know it's not easy to swing from a bar and catch someone by the hands. You have to be very athletic to do that.

Anna: That's a good point, Pete. They are athletic. But they are called trapeze artists. Trapeze ... ARTISTS.

Pete: I hear what you're saying, Anna. I do. But where is the art? Look at these guys. They're jugglers.

Anna: Yes, they are skilled in the art of juggling.

Pete: They have a special skill. But are they artists?

Anna: Yes!

Pete: No!

Pete: They're just throwing things back and forth.

Anna: Kind of like you and me, Pete. We're going back and forth on this issue.

Pete: I don't think we'll ever agree on this one.

Anna: No, but we can agree that these young people are amazing.

Pete: Okay, yeah. We can agree on that. But, still, they are very athletic – flipping and throwing each other around.

Anna: Yes, I agree with you on that point.

Pete: Anna? Anna!!

Anna: Sorry! Sorry! But he's an artist too. He is telling a story with his sticks and his costume.

Pete: What story? What costume?

Anna: I see your point, Pete. I really do. But circus performers do more than physical tricks. Look! Look at these amazing performers!

Pete: I will admit -- I like their costumes.

Anna: You know, Pete. Let's let the performers speak for themselves.

Anna: Kate and Piper tell stories while hanging upside down on a ring!

Pete: Was it hard to interview them upside down?

Anna: I interviewed them right side up, Pete. Kate says circus performing may be athletic but it's not competitive. With most sports, you compete.

Kate: It's an art form because like, other sports are competing. This is simply performing and having fun.

Pete: Okay, Kate made a really good point. In athletics, there is a lot of competition. But still ...

Anna: Here's Piper, Pete. Please pay attention, Pete.

Pete: But, I ...

Anna: Shh.

Piper: Well, when you're up in the air doing circus you have to perform. And so, we learn to embody characters, and to move fluidly and gracefully ... in artistic ways.

Anna: And that ...is why they are artists!

Pete: You're right, Anna. Oh, you're right. It's just so beautiful.

Anna: I know. I know, Pete.

## Key Words

admit	<i>v</i>	to say usually in an unwilling way that you accept or do not deny the truth or existence of (something)
athlete	<i>n</i>	a person who is trained in or good at sports, games, or exercises that require physical skill and strength
athletic	<i>adj</i>	strong and muscular
back and forth	<i>adv</i>	toward the back and then toward the front or backward and forward
bar	<i>n</i>	a straight piece of metal or wood that is used as a tool
circus	<i>n</i>	a traveling show that is often performed in a tent and that typically includes trained animals, clowns, and acrobats
competitive	<i>adj</i>	of or relating to a situation in which people or groups are trying to win a contest or be more successful than others
embody	<i>v</i>	to be a symbol or example of (something)
form	<i>n</i>	a type or kind of something
graceful	<i>adj</i>	moving in a smooth and attractive way
hang	<i>v</i>	to hold one's body in the air
Michelangelo	<i>n</i>	Michelangelo di Lodovico Buonarroti Simoni was an Italian Renaissance painter, sculptor, architect, poet, and engineer
Rembrandt	<i>n</i>	Rembrandt Harmenszoon van Rijn was a famous Dutch painter and artist
right side up	<i>adv</i>	with the top of something, or the head of a person, facing upward
ring	<i>n</i>	something that is shaped like a circle
rope	<i>n</i>	a strong, thick string that is made by twisting many thin strings or fibers together
run away with	<i>phrasal verb</i>	to secretly leave a place with a person or a group
side	<i>n</i>	one of two or more opinions, positions, etc., that disagree with each other

trapeze

*n*

a short bar that is hung high above the ground by two ropes and that is held by circus performers who perform athletic tricks on it

twirl

*v*

to turn or spin around and around



## Quiz - Level 2, Lesson 4 - Run Away With the Circus

Listen. Circle the letter of the correct answer.

- |                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                      |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>1. How do Anna and Pete think about the circus performers?</p> <ul style="list-style-type: none"><li>a. Pete thinks they are interesting actors. Anna thinks they are athletic.</li><li>b. They agree that circus performers are artists.</li><li>c. Anna thinks they are artists. Pete thinks they are athletes.</li><li>d. They both think that circus performers are skilled athletes.</li></ul> | <p>3. What reason does Anna give for her opinion about circus performers?</p> <ul style="list-style-type: none"><li>a. She says they have very nice costumes.</li><li>b. Anna says the performers are telling a story.</li><li>c. They are doing physical tricks with great skill.</li><li>d. It is difficult to twirl sticks while dancing.</li></ul>                                               |
| <p>2. What reason does Pete give for his opinion about circus arts?</p> <ul style="list-style-type: none"><li>a. It is not easy to swing from a bar and catch someone.</li><li>b. The performers are strong and have good skills.</li><li>c. It takes a lot of skill to be a juggler.</li><li>d. The performers are athletic but do not make art.</li></ul>                                            | <p>4. How does the performer, Kate, show that performing in the circus is an art?</p> <ul style="list-style-type: none"><li>a. Kate says that it is art because they do not compete.</li><li>b. They are more athletic than those who participate in sports.</li><li>c. Kate says they do not have as much fun as athletes do.</li><li>d. They are hanging upside down while they perform.</li></ul> |

STUDENT A

STEP 1

Choose an opinion. Tell what you think. Answer your partner's questions to explain your opinion.

Reading is the best way  
to learn  
Listening is the best way  
to learn

Science is interesting  
Science is boring

Mathematics is easy  
Mathematics is hard

Salad is a great meal  
Salad is not a great meal



STEP 2

Write your reasons for the opinions you talked about. Next, listen to your partner's opinions. Ask a question to clarify why they think that way.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

STUDENT B

STEP 1

Listen to your partner give an opinion. Ask your partner a question to clarify their opinion. Then, choose a topic from your paper. Tell your opinion.

Winter is terrible  
—  
Winter is wonderful

Cheese is a great food  
—  
Cheese is a bad food

History is easy  
—  
History is hard

Travel is relaxing  
—  
Travel is stressful



STEP 2

Write your reasons for the opinions you talked about. Ask your partner to tell you their reasons.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_





# LEVEL 2 LESSON 5 GREATEST VACATION



## Topics

Asking for information  
Comparing different vacations and transportation

## Prepare Before Class

Print copies of student versions A and B of Activity Sheet

## Learning Strategy

Make Associations

## Goals

Review of comparative adjectives and superlative adjectives

## Day 1

### *Introduce the Lesson*

Tell students, “In Lesson 5, Anna wants to plan a vacation. She visits a travel agency to learn about places she can go. Dan wants to help Anna, but he also wants to sell her a tour.”

### *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.

Check student knowledge of other travel-related vocabulary such as the list below from Let's Learn English Level 1.

country	an area of land that is controlled by its own government
history	the study of past events
tourist	a person who travels to a place for pleasure
travel	to go to a place and especially one that is far away
trip	a journey to a place

### Present the Conversation

Tell students that the video will show Anna at a travel agency, planning to take a vacation. 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

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

*Hunt for Comparative Adjectives*

I hear you, Anna. I need a vacation, too, but not at the beach. Sand is not good for robots! When we compare things, we use special forms of adjectives. "Better" is a comparative adjective. That is used to compare two things. "Best" is a superlative adjective. It shows that one thing has more of ...something than ALL of the others. Try to find more of these adjectives. Look for ER or EST at the end.

*Explanation of adjectives used*

Did you find all of those adjectives? Dan started with good - The Mountain Getaway; then he moved to better - The Deep Sea Adventure. And finally, he said the Safari Campout was the best vacation for Anna!

*Final comment*

Oh Anna. This is the smokiest lesson yet! There were a lot of comparatives and superlatives but ... I can't breathe. Just go to the website to learn the best ways to use them!

### Practice With Comparison

Write the facts below on the board, or any set of facts you want students to practice talking about. Set a timer for 3 minutes. Ask students to make as many sentences as they can comparing the rivers and continents before the time is up. Then, ask several to share their sentences with the class.

Rivers - Length		Continents - Population	
Nile	6,693 km	Asia	4.6 billion people
Amazon	6,436 km	Africa	1.3 billion people.
Yangtze	6,378 km	North America	360 million
		Europe	700 million

## ***Learning Strategy***

Explain, “The learning strategy for this lesson is Make Associations. We make associations, or connections, between words and ideas each time we use language. When learning a second language, it is best to mentally connect new words or sentence patterns directly with ideas or experiences, not with words in your first language. The associations may help you remember new words better.”

Continue: “In this lesson, Anna makes associations between mountains and high places. She is afraid of high places, so she does not want to go to the mountains. She is also afraid of wild animals, which she associated with the Safari Campout. So she decides not to take those vacations.”

Ask the class: “How about you? How do you make associations while you are speaking English? For example, you may make a picture in your mind that helps you remember an English word. Or you may think of a sound that helps you remember how to pronounce an English word.”

Give students time to talk with a partner about the associations they make. Then ask for one or two examples. Write them on the board in a place where you can refer to them later.

## ***Activity Sheet Page 1***

In this activity, students will practice the strategy Make Associations. They will first make associations with one area of the world: Asia, Africa, North America, South America, Antarctica, Europe or Australia. Then they will practice talking about their associations while creating a travel poster.

Print the activity sheets in the Resources section. Have students form pairs. Hand out the two pages to each student.

Explain: “Look at the first page. You see a map of the world. Let’s practice saying the names of the continents.” Read the names of the continents and pause for students to repeat.

Continue: “With your partner, take turns telling what you think of, or associate, with each area. Read the example in the box for Antarctica.” Have one student read the sentence aloud. Make sure students understand what the word penguin means. A picture is on the activity sheet. Ask students to practice the sample conversation to make sure they understand how to ask and answer questions about each area on the map.

Give students time to complete the activity on the first page. Walk around the room to see that they are writing their answers. When they have completed the first section, ask several students to read a sentence or two aloud and, if necessary, explain why they have that association.

## ***Activity Sheet Page 2***

Ask students if they have ever seen a travel poster. On the margins of the page, there are examples of old travel posters. Call students' attention to the posters and comment on the various associations a viewer can make between famous things or places in each country.

Ask students to tell you what they think makes an attractive travel poster: pictures of natural beauty, famous buildings, people having fun or unusual objects. Encourage students to discuss these with their partner and share examples with the class before they begin working on their own poster.

If colored pencils, markers or crayons are available, give them to students to use on their posters.

Instruct students: "Choose a country you and your partner would both like to visit. Think about the things you associate with that place. Make a list on another piece of paper. With your partner, talk about what pictures to draw on the poster. Then, help each other to make a travel poster about the place."

Give students time to draw their posters.

Ask pairs of students to present their posters and explain the things they have placed on them. Put them on the room walls to refer to in later lessons to remind students of the learning strategy of making associations.



## ***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.

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

1. Dan says, "Trudy, hold my calls. I am going to sell our most expensive vacation."  
The question is: What does the travel agent want to do?
2. Dan says: "That's why our Deep Sea Adventure is better for you! It is pricier than the Mountain Getaway."  
The question is: Which vacation has a higher price?
3. Dan says, "Sure, you can leave. But then you won't see the latest vacation technology." The question is: What does the travel agent want Anna to do?
4. Anna says: "Anna: I like traveling in a plane but not in a helicopter! Planes are a little scary but helicopters are scarier! My favorite way of traveling is by train. Ships can be the scariest! Have you seen the movie 'Titanic?' Oh, and no horses. But I will ride a camel. And no bike tours. Biking is THE slowest AND least romantic way to travel."  
The question is: What does Anna like to do when she travels?

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

## ***Writing***

Ask students to write their answer to this question in the "Hamburger Paragraph" form taught in Lesson 2. Students may write more than one paragraph if they have many details to share. Remind students that each paragraph should have the structure that was taught earlier.

What is your dream vacation? Tell about where you want to go, the best time to go to that place, who is the best person for you to travel with and what you want to do more than anything else on the vacation. Explain why this is better than any other vacation.

If time allows, have students exchange their writing with another student and discuss the dream vacation plans.

### **Conversation**

- Anna: "Do you need a vacation?" Wow. That was the best vacation I have ever had ... in my head. A beach is much better than here. I need a vacation!
- Dan: NO! You can't get your money back. I don't care that it was your worst vacation ever!
- Dan: Hello! Have a seat! Welcome to the World's Best Vacation Travel Agency!
- Anna: Thank you and congratulations!
- Dan: For what?
- Anna: For being the world's best travel agency.
- Dan: Right ... thanks.
- Dan: Trudy, hold my calls. I am going to sell our most expensive vacation.
- Trudy: Sure thing, Boss.
- Dan: The Mountain Getaway is good for you. It's a little pricey. But think of it -- you, on top of a mountain for seven days!
- Anna: I'm afraid of high places.
- Dan: Of course you are. That's why our Deep Sea Adventure is better for you! It is pricier than the Mountain Getaway. Just you and the animals of the sea!
- Anna: Shark! Shark!
- Dan: No, there are no sharks in your dream vacation! You need the Safari Campout! It is our priciest vacation. But I think it's the best one for you. During the day, you'll see elephants, giraffes and lions. At night, you'll sleep out under the stars.
- Anna: Look, I think this was a bad idea.
- Dan: Sure, you can leave. But then you won't see the latest vacation technology.
- Anna: Exactly what is the "latest vacation technology" ... exactly?
- Dan: I'm happy you asked. Meet the Travel Max 2000!
- Anna: Wow.
- Dan: So, tell me, how do you like to travel?
- Anna: Well, I like travel that is cozy and romantic but still exciting.
- Dan: Great. Tell me more.

Anna: I like traveling in a plane but not in a helicopter! Planes are a little scary but helicopters are scarier! My favorite way of traveling is by train. Ships can be the scariest! Have you seen the movie "Titanic"? Oh, and no horses. But I will ride a camel. And no bike tours. Biking is THE slowest AND least romantic way to travel. Excuse me, but I think the Travel Max 2000 is on fire.

Dan: Yes, we're both on fire! We really want to sell you the most ex-, I mean, best vacation ever!

Anna: No, I mean it's really on fire!

Dan: You killed it. You killed the Travel Max 2000!

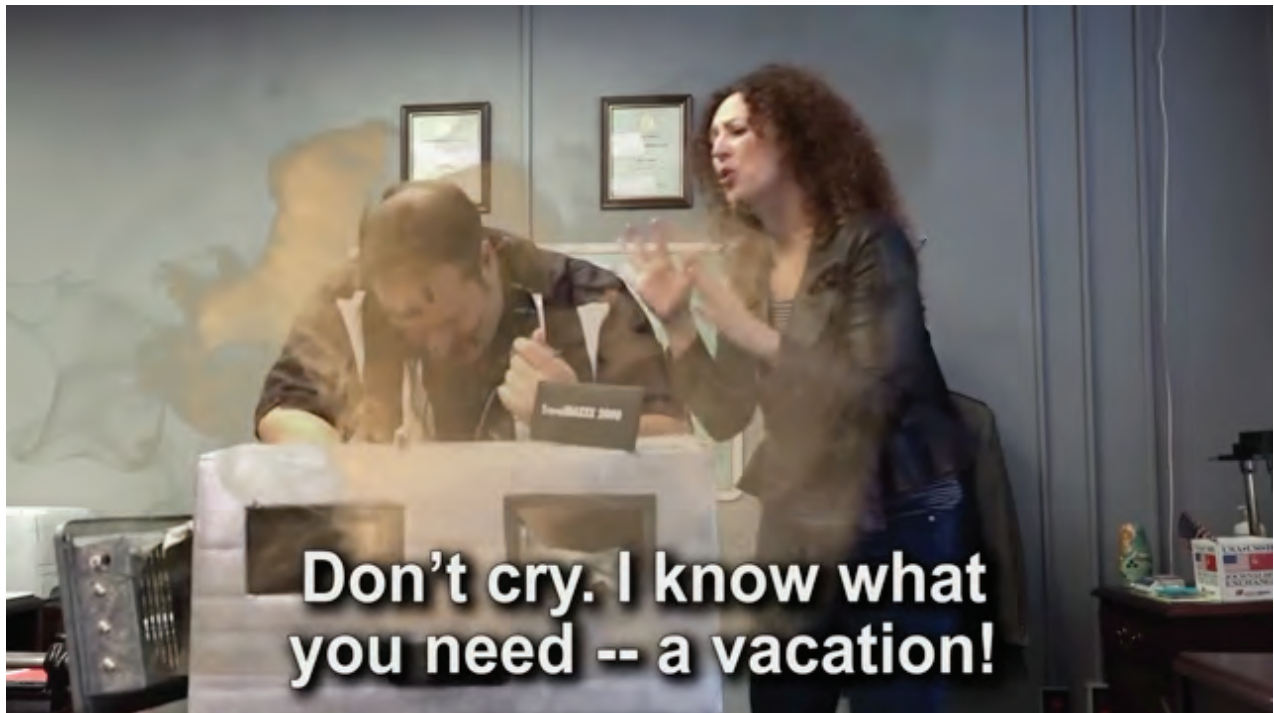
Anna: I am so sorry! Can I help you fix it?

Dan: No, no!

Anna: Don't cry. I know what you need -- a vacation!

Anna: The Safari Campout looks fun. It is the priciest. But I think you deserve it.

Dan: No, no!



## Key Words

agency	<i>n</i>	a business that provides a particular service
camel	<i>n</i>	a large animal of Africa and Asia that has a long neck and one or two large humps on its back and that is often used for desert travel
campout	<i>n</i>	an occasion when people go camping together
Congratulations	<i>n</i>	a message telling someone that you are happy because of his or her success or good luck
cozy/cozier	<i>adj</i>	small, comfortable, and warm
deserve	<i>v</i>	used to say that someone or something should or should not have or be given something
getaway	<i>n</i>	a short vacation
latest	<i>adj</i>	most recent
least	<i>adj</i>	smallest in amount or degree
on fire	<i>expression</i>	in the process of burning / feeling very strong enthusiasm, love, etc
pricey	<i>adj</i>	costing a lot of money
sink	<i>v</i>	to go down below the surface of water
smoke	<i>n</i>	the cloud of black, gray, or white gases and dust that is produced by burning something
technology	<i>n</i>	the use of science in industry, engineering, etc
vacation	<i>n</i>	a period of time that a person spends away from home, school, or business usually in order to relax or travel
worst	<i>adj</i>	least appropriate, useful, or helpful

## Quiz - Level 2, Lesson 5 - Greatest Vacation

Listen. Circle the letter of the correct answer.

1. What does the travel agent want to do?

- a. He wants to help Anna save money on a vacation.
- b. The agent wants to send Anna to another travel agency.
- c. He wants to sell Anna the most expensive vacation.
- d. The agent wants Anna to work at the travel agency.

3. What does the travel agent want Anna to do?

- a. He wants her help with fixing his computer.
- b. The agent wants her to stay and see some new vacation technology.
- c. He wants her to stop being afraid of animals.
- d. The agent wants her to give him better ideas for her vacation.

2. Which vacation has a higher price?

- a. The Deep Sea Adventure is more expensive than the Mountain Getaway.
- b. Both the The Mountain Getaway and the Deep Sea Adventure have the same cost.
- c. The Mountain Getaway is more expensive than the Deep Sea Adventure.

4. What does Anna like to do when she travels?

- a. Take a bike tour
- b. Go in a helicopter
- c. Ride horses
- d. Travel by train



STEP 1

Look at the map. Tell your partner what you associate with each continent. Write it in the box.



- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. *I associate penguins and snow with Antarctica.*
- 6. \_\_\_\_\_
- 7. \_\_\_\_\_

I think of penguins with Antarctica

How about Africa?



I associate lions with Africa.

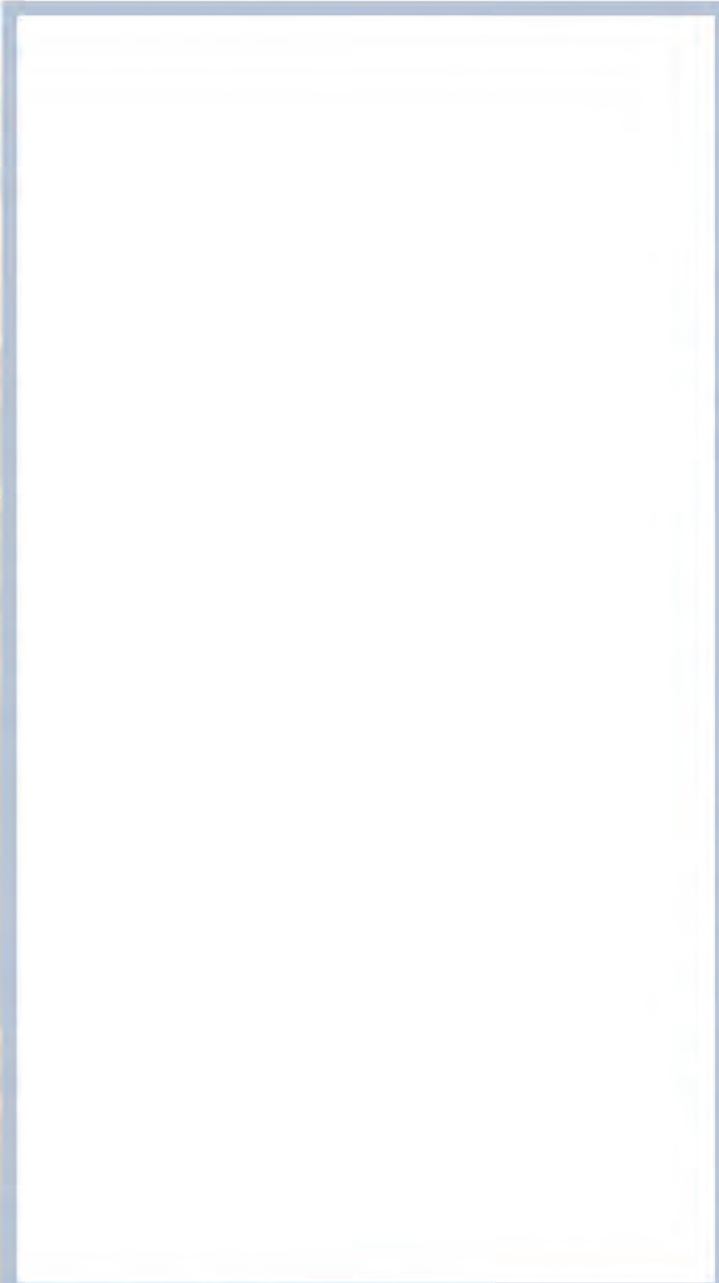


Where do you want to travel?



STEP 2

Look at the old travel posters. See how they associate famous things with each place. With your partner, choose a country or city you would both like to visit. Make a travel poster about that place. Show it to the class and tell about the things they can do there.







# LEVEL 2 LESSON 6 WILL IT FLOAT?



## Topics

Sharing information

## Prepare Before Class

Print copies of the student Activity Sheet

## Learning Strategy

Access Information Sources

## Goals

Prepositions of place

## Day 1

### *Introduce the Lesson*

Tell students, “In Lesson 6, Anna and her friend Penelope are taking a tour in Washington, DC. They learn interesting facts about the places they see. In this lesson, you will learn how to share information and use prepositions of place like inside, through and between.”

### *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.

For the prepositions of place, practice them with the activity found on page 2. Other classroom activities, such as giving instructions to a partner to place an object somewhere in the room, could be added. This Everyday Grammar story is also available on the topic:

Are You In, On or At? Prepositions that Tell of Time and Place <https://learningenglish.voanews.com/a/learn-prepositions-in-on-at/3073690.html>

## ***Present the Conversation***

Tell students that the video will show Anna and her friend, Penelope, taking a special tour of Washington, DC. 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.

<i>Preposition Hunt</i>	In this lesson, you are going to hear lots of prepositions! What's a preposition, you ask? It's a word that shows relationships between things. Anna says they are going on a tour through the city and along the river. Through and along are both prepositions. Watch for more!
<i>Fun Fact</i>	I have a Fun Fact too! Did you know that the Washington Monument was damaged in an earthquake? Whoa. Did you feel that?! I heard: "around the city in a boat," "along this road" and "on the left." All of these are prepositions showing place. Let's watch for more places and prepositions!
<i>Preposition Review</i>	Did you hear any more prepositions of place? I heard "between us and the president" "inside the White House" and "in a house." And did you hear that the Duck Boat can go on the river? I don't believe it. Join us next time to find out which preposition we will use: The boat went ON the river or The boat went INTO the river?

## ***Preposition Activity***

Choose six of the prepositions from the list below. Show an example of how to make a gesture that demonstrates one of the prepositions: "I am going to walk around the desk" (moving your arm in a circle above a desk).

Write the six prepositions on the board or ask students to write them in their notebooks. Ask students to pair with a classmate and take turns, each making three sentences with the prepositions. Then, ask a few student volunteers to read their sentences aloud. Encourage students to act out the preposition with a gesture as you did.

## ***Prepositions***

Here are the prepositions in this lesson:

since	behind	to
about	by	near
across	for	of
ahead	from	on
around	in	until
over	like	with
at	through	

### **Day 3**

#### ***Learning Strategy***

Explain, “The learning strategy for this lesson is Access Information Sources. When we are learning about something, we often have several choices for finding out the information we need. Sometimes we can read a book or look on the internet. At other times, we can ask a teacher, friend or classmate for information. No matter what the source is, you can then add the information to your own knowledge.”

Continue, “In this lesson, Penelope looks at a brochure to learn more about the tour boat. Then she learns more about Washington, D.C. when a young man tells her some ‘Fun Facts.’ How about you? How do you access information sources? When you are learning English, do you look for information in books, dictionaries or online? Are you able to ask teachers, friends or classmates to help you by sharing their knowledge of 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***

In this activity, students will practice sharing “Fun Facts.” Make copies of the activity sheets for your students. There are two different sets of pages, This is an “information gap” activity where one student has different information from another student.

Have the students line up across the room by one of the methods in the How-To guide, such as “Line up by how early you woke up this morning.” Encourage students to talk with each other in English to ask and answer the time they woke up and arrange themselves in the line. Bring one end of the line around to the other end to form two lines. Tell one line, “You are Student A.” Give them the two pages for Student A. Tell the other line, “You are Student B.” Give them the two pages for Student B. Ask students to hide the second page, the one with the answers, from their partner.

Explain that today the class will practice giving Fun Facts about Washington, D.C. like the boy in the video. “You will practice asking questions to get information from a classmate, and giving information in this activity.” Have two students demonstrate using the sample conversation.

Tell students, “You have the answers to your partners’ questions on your second page. But do not read those aloud. Look at the paper, then put it down. Look at your partner and tell them in your own words about your Fun Fact.”

Let students move to various places in the room together with their partners. Walk around and remind them of the strategy, Access Information Sources, and to put their answers in their own words rather than reading directly from the paper.

When students have finished, ask a few pairs to demonstrate the questions and answers they gave. Correct any pronunciation or factual errors that you notice.

## 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 to Penelope: "You are new to town. And a tour is the best way to see more of the city!"  
*The question is: Why are Anna and Penelope taking a tour today?*
2. Anna says: It's the famous DC Ducks -- the boat with wheels! We will ride on the road and then sail on the water! Penelope is looking at a brochure about the boat. She says, "Hey, did you know that this bus ... um, boat was created during World War II to carry people and supplies?"  
*The question is: Why was the DC Duck Boat created?*
3. *Read these sentences:*  
"Hey, the Washington Monument on the left!"  
"It would be so awesome to ride around the city in a boat!"  
"There are so many beautiful buildings along this road!"  
*The question is: Which of these sentences use prepositions?*
4. The boy says: "Inside the White House there is a swimming pool, a movie theater and 32 bathrooms!"  
*The question is: What does the boy say is unusual about the White House?*

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

## Writing

Ask students to write their response to the prompt in the "Hamburger Paragraph" form taught in Lesson 2. Introduce the idea of connecting paragraphs about three different places with prepositions. For example,

*In the center of my town there is a clock tower...*  
*Across the river, you can see an old fort...*  
*At the foot of the mountain, there is a factory...*

Remind students that each paragraph should have the structure that was taught earlier.

Write this prompt on the board:

Imagine you are giving a tour of your hometown or your neighborhood. Tell about three places you want to show a visitor. What “Fun Facts” will you share about the places you show to the visitor?

If time allows, have students exchange their writing with another student and discuss the tours and fun facts.

## Resources

### *Conversation*

- Penelope: Anna, thanks for taking me on a tour of D.C. today.
- Anna: Sure thing, Penelope. You are new to town. And a tour is the best way to see more of the city!
- Penelope: So, which tour are we taking – the one that goes through the city on a bus? Or the one that goes along the river in a boat?
- Anna: Both!
- Penelope: What? Anna, this isn't going to be one of those trips, is it?
- Anna: No. Follow me.
- Anna: Well, Penelope, there's our ride!
- Penelope: What is it?
- Anna: It's the famous DC Ducks -- the boat with wheels! We will ride on the road and then sail on the water!
- Penelope: Who thinks of these things?
- Anna: I don't know. But I'm glad they do! Let's get aboard, Sailor!
- Penelope: (looking at a brochure about the boat) Hey, did you know that this bus ... um, boat was created during World War II to carry people and supplies?
- Anna: Wow. You know, a tour is so much more interesting with Fun Facts, like that one.
- Penelope: I agree. I love Fun Facts!
- Boy: Did I hear you say you love Fun Facts?
- A & P: Yeah.
- Boy: Well, I have tons of Fun Facts for this tour!
- A & P: Great!
- Anna: Penelope, where are his parents?
- Penelope: Maybe - maybe he's the Captain's son and he helps his dad on tours!
- Anna: Oh yeah! It would be so awesome to ride around the city in a boat all day with your dad!
- Penelope: This is amazing, Anna. There are so many beautiful buildings along this road!



Anna: Hey, the Washington Monument is on the left!

Penelope: Look, Anna, we're across from the White House!

Anna: Penelope, the only thing between us and the President is the street ... and a park ... and a security gate .... and police officers ... with guns.

Boy: Excuse me, do you want to know a Fun Fact about the White House?

A & P: Yes!

Boy: Inside the White House there is a swimming pool, a movie theater and 32 bathrooms!

Penelope: Thirty-two bathrooms! That's a lot of bathrooms!

Boy: I'd be happy with two. I live in a house with my mom, four sisters, two aunts and only one bathroom!

Penelope: Oh my! You know, Anna, we should give him a tip!

Anna: Of course! It is polite to tip your tour guide! Luckily, I have lots of dollar bills!

Penelope: That was a great Fun Fact! Here you go!

Boy: Thank you! I can tell you Fun Facts all day!

## Key Words

aboard	<i>prep</i>	on or into (a train, ship, etc)
across	<i>prep</i>	on the other side of (something)
along	<i>prep</i>	in a line matching the length or direction of (something)
around	<i>prep</i>	over or in different parts of (a place)
between	<i>prep</i>	in the space that separates (two things or people)
captain	<i>n</i>	a person who is in charge of a ship or an airplane
carry	<i>v</i>	to move (something) while holding and supporting it
inside	<i>prep</i>	an inner part of something (such as a building or machine)
pool	<i>n</i>	(swimming pool) a large structure that is filled with water and that is used for swimming
relationship	<i>n</i>	the way in which two or more people or things are connected
security gate	<i>n</i>	a place where people are checked to make sure they are not carrying weapons or other illegal materials
through	<i>prep</i>	used to describe movement within a place or an area of land, air, etc
tip	<i>n</i>	an extra amount of money that you give to someone (such as a waitress or waiter) who performs a service for you
	<i>v</i>	to give an extra amount of money to someone who performs a service for you
tour	<i>n</i>	an activity in which you go through a place (such as a building or city) in order to see and learn about the different parts of it
wheel	<i>n</i>	one of the round parts underneath a car, wagon, etc

## Quiz - Level 2, Lesson 6 - Will it Float?

Listen. Circle the letter of the correct answer.

1. Why are Anna and Penelope taking a tour today?
- b. Penelope is leaving town on a boat.
  - c. Anna is visiting the city for the first time.
  - d. Penelope is new to the city and a tour is the best way to see it.
  - e. Anna is leaving Washington, D.C. on one of her trips.

2. Why was the DC Duck Boat created?
- a. To carry people and supplies during World War II.
  - b. To give interesting tours with fun facts.
  - c. To bring visitors to Washington from across the river.
  - d. To be the first boat that flies through the air.

3. Which of these sentences use prepositions?
- a. "Hey, the Washington Monument on the left!"
  - b. "It would be so awesome to ride around the city in a boat!"
  - c. "There are so many beautiful buildings along this road!"
  - d. All of these sentences use prepositions.

4. What does the boy say is unusual about the White House?
- a. There is an outdoor pool.
  - b. He has two aunts who live there.
  - c. It has thirty-two bathrooms.
  - d. There are police officers at its gate.

STUDENT A  
STEP 1

Choose a question about Washington, DC. Ask your partner. Listen to their answer. Write a short answer in the box below. Take turns asking and answering questions.



What is an unusual pet that lived at the White House?

What is the tallest thing in Washington D.C.?

How can the members of Congress take a bath at work?

How do you know the people in D.C. are well-educated?

STEP 2

What did you learn? Write a short answer for your questions.

1. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_  
4. \_\_\_\_\_



STUDENT B  
STEP 1

Listen to your partner's questions about Washington, DC. Answer from your notes. Ask one of your questions. Listen to their answer. Write a short answer in the box below.



Fun Facts About D.C.



Who or what was the "District of Columbia" named after?

How do many people in D.C. get to work?

Why does Washington D.C. look different from other cities?

How did President Wilson cut the grass around the White House?

STEP 2

What did you learn? Write a short answer for your questions.

1. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_  
4. \_\_\_\_\_



Listen to your partner's questions about Washington, D.C. See if you can find the answer in your notes. Tell your partner the information in your own words.

Fun Facts  
About  
D.C.



Washington, D.C. was planned before it was built. Pierre L'Enfant drew a plan for the city that said where all the streets, parks, and important buildings would be. Unlike most U.S. cities, D.C. has many roundabouts or traffic circles.

"Columbia" was an early name people used for the group of thirteen colonies that became the United States. The name came from Christopher Columbus, an Italian who sailed to North America.



Thirty-seven percent of Washington-area commuters take public transportation to work, the second-highest rate in the country. D.C.'s Metro Rail opened in 1976.

During World War I Woodrow Wilson bought some sheep to eat the grass around the White House. No one needed to cut the grass, and they sold the wool (hair of the sheep) to raise money for the Red Cross.





Listen to your partner's questions about Washington, D.C. See if you can find the answer in your notes. Tell your partner the information in your own words.



Theodore Roosevelt's six children brought their pets to the White House in 1901. As well as many dogs they had a small bear, a lizard, guinea pigs, a pig, a badger, a blue macaw, a garter snake, a one-legged rooster, a hyena, a barn owl, a rabbit, a pony and a hen.

When the Washington Monument opened in 1884 it was the tallest structure in the world, until the Eiffel Tower in Paris opened in 1889. A law says that no building in D.C can be higher than 40 meters. The Washington monument is 169 meters.



Fifty-five percent of Washington, D.C. residents hold a four-year college degree or higher (compared to 30 percent of the U.S. population).

There's a bathtub in the basement of the U.S. Capitol! Four tubs were installed in 1859 when most senators lived in houses that had no running water so they bathed at work. One of these tubs can still be seen today.







## LEVEL 2 LESSON 7 TIP YOUR TOUR GUIDE



<b>Topics</b>  Describing a place Asking for & giving recommendations	<b>Prepare Before Class</b>  Print copies of the student Activity Sheet Bring scissors or ask students to use their scissors to cut the small pictures from the Activity Sheet
<b>Learning Strategy</b>  Use Background Knowledge	<b>Goals</b>  Prepositions

### Day 1

#### ***Introduce the Lesson***

Tell students, “In Lesson 7, Anna and her friend Penelope are continuing their tour of Washington, D.C. They learn interesting facts about the places they see. In this lesson, you will learn how to use what you know and learn how to use more prepositions of place.”

#### ***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.

For the prepositions in this lesson, practice singing them using the list in the Professor Bot section on the next page. Other classroom activities can be added to give more practice with using these prepositions.

### ***Present the Conversation***

Tell students that the video will show Anna and her friend, Penelope, taking a special tour of Washington, D.C. 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.

***Preposition Hunt*** Welcome back! Anna and Penelope are taking a tour with D.C. Ducks. In this lesson, we are looking for prepositions. Listen for in, on, at, under and over - some important prepositions of place.

***Preposition Review*** That young man is making a lot of money, too. Did you hear these prepositions? On your left, on our right, in the river, over bridges, over our heads, over my head, on a bridge. As you watch more, look for 'inside' and 'outside.'

***Comment*** I learned many new Fun Facts in this lesson. Did you learn about prepositions? Here's a list of all the prepositions used in this lesson. Wow! That's a lot! I know, let's not read them. Let's sing them! Hit it, boys! Take it away singers!

since	behind	to
about	by	near
across	for	of
ahead	from	on
around	in	until
over	like	with
at	through	

If your class is willing to sing, have them sing the prepositions with the video or with you.

## ***Learning Strategy***

Explain: “The learning strategy for this lesson is Use Background Knowledge. That means you can make connections to things you already know to help you learn new things. For example, you can use what you know about ducks to guess the meaning of the word duck boat. You know that ducks go into the water and they also walk around out of the water. So you can imagine that a duckboat is one that can drive both in and out of the water.”

Continue: “In this lesson, the young man tells Anna and Penelope interesting facts about the famous places they see. Penelope uses her background knowledge to respond to this new information.” Remind students of this part of the conversation:

Boy:        Inside the White House there is a swimming pool, a movie theater and 32  
                  bathrooms!

Penelope: Thirty-two bathrooms! That’s a lot of bathrooms!

Tell students: “Penelope already knows that most houses do not have so many bathrooms. She is surprised by the number that the boy tells her, but she is probably going to believe and remember this because it is connected to her background knowledge. She knows that the White House has both living areas and office space, so a large number of people work and live there. As the boy shares ‘Fun Facts’ about famous places, Penelope and Anna enjoy their tour and they learn more about the city.”

Ask students: “How about you? How do you use background knowledge 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***

In this activity, students will practice using their background knowledge and use the prepositions learned in this lesson to describe locations. Print both pages of the activity sheet to give to each student. Instruct students to sit with a partner and follow these steps.

“In Step 1, use some of the prepositions in the box to make sentences about the things you see in the picture.” Read the example aloud: “The radio reporters are working ~~at~~ a big desk.” Stress the word ~~AT~~ and point out that it is crossed out in the box.

After students have written their sentences, ask them to share them with their partner.

“Compare your sentences with your partner’s sentences. Did you use the same prepositions?” Ask a few students to share their sentences and point out the prepositions they used.

Then ask students to do Step 2: “Cut or tear two of the pictures from the bottom of the page to use on the next part.” If students cannot cut their papers, ask them to choose two images to draw in the next part of the activity.

Ask students to begin Step 3: “Now sit with your partner. Find out which two pictures they chose. Tell them where to put the pictures on the picture of the two young men. Use some of the prepositions from the box. Then check: Did your partner put them in the right places?”

Have two students demonstrate the conversation on the page if you feel the class needs an example.

Student A: I have a sleeping cat and a soccer ball.

Student B: Put the cat between the desk and the chair.

Put the ball behind the desk on the left.

Student B: Ok. See my paper?

Student A: Yes, that’s right.

After students have completed Step 3, ask a few pairs to tell where they placed their two objects.

If you have an overhead projector in your classroom, show the picture on the board and ask several students to point to the places where their partner asked them to put the cat or the ball.

## 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. The boy says, “You’re going to love my Lincoln Memorial Fun Fact! On a wall inside the memorial, the word “FUTURE” was carved wrong! They carved “EUTURE”!”  
*The question is: What does the boy say is wrong with the Lincoln Memorial?*
2. Penelope says, “Anna, look! An airplane is flying right over our heads! Then Anna: says, “Wow! This is the closest I’ve ever been to an airplane in flight. Well, I’ve been inside a flying airplane. But not outside of an airplane as it flies over my head!”  
*The question is: Why does Anna think this part of the tour is exciting?*
3. The boy says, “There are tunnels under the Capitol. They connect the Capitol and office buildings of lawmakers.” Then Anna says, “I bet they built them years ago for secret reasons!” The boy answers, “No. The lawmakers did not want to walk around outside in bad weather.”  
*The question is: What reason does the boy give for the tunnels below the Capitol?*
4. The boy says: “Well, I’ve gotta run! Then Anna says, “Thanks for giving us the great tour!” After, Anna tells the Captain, “That was awesome! And your son is a great tour guide!” The Captain asks her, “What son? I’ve never seen that boy in my life!”  
*The question is: What do Anna and Penelope learn at the end of their tour?*

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

## ***Writing***

Ask students to write their answer to this question in the “Hamburger Paragraph” form taught in Lesson 2. Students may write more than one paragraph if they have many details to share. Remind students that each paragraph should have the structure that was taught earlier.

Imagine you visited Washington, D.C. How did you travel to the city? What did you see there? Who traveled with you? How many days did you stay? Write an exciting story about your trip to Washington, D.C. You can imagine anything you want!

If time allows, have students exchange their writing with another student and discuss each others’ stories.

## Resources

### *Conversation*

- Penelope: Anna, thanks for taking me on a tour of D.C. today.
- Anna: Sure thing, Penelope. You are new to town. And a tour is the best way to see more of the city!
- Penelope: So, which tour are we taking – the one that goes through the city on a bus? Or the one that goes along the river in a boat?
- Anna: Both!
- Penelope: What? Anna, this isn't going to be one of those trips, is it?
- Anna: No. Follow me.
- Anna: Well, Penelope, there's our ride!
- Penelope: What is it?
- Anna: It's the famous DC Ducks -- the boat with wheels! We will ride on the road and then sail on the water!
- Penelope: Who thinks of these things?
- Anna: I don't know. But I'm glad they do! Let's get aboard, Sailor!
- Penelope: (looking at a brochure about the boat) Hey, did you know that this bus ... um, boat was created during World War II to carry people and supplies?
- Anna: Wow. You know, a tour is so much more interesting with Fun Facts, like that one.
- Penelope: I agree. I love Fun Facts!
- Boy: Did I hear you say you love Fun Facts?
- A & P: Yeah.
- Boy: Well, I have tons of Fun Facts for this tour!
- A & P: Great!
- Anna: Penelope, where are his parents?
- Penelope: Maybe - maybe he's the Captain's son and he helps his dad on tours!
- Anna: Oh yeah! It would be so awesome to ride around the city in a boat all day with your dad!
- Penelope: This is amazing, Anna. There are so many beautiful buildings along this road!

Anna: Hey, the Washington Monument is on the left!

Penelope: Look, Anna, we're across from the White House!

Anna: Penelope, the only thing between us and the President is the street ... and a park  
... and a security gate .... and police officers ... with guns.

Boy: Excuse me, do you want to know a Fun Fact about the White House?

A & P: Yes!

Boy: Inside the White House there is a swimming pool, a movie theater and 32 bathrooms!

Penelope: Thirty-two bathrooms! That's a lot of bathrooms!

Boy: I'd be happy with two. I live in a house with my mom, four sisters, two aunts and only one bathroom!

Penelope: Oh my! You know, Anna, we should give him a tip!

Anna: Of course! It is polite to tip your tour guide! Luckily, I have lots of dollar bills!

Penelope: That was a great Fun Fact! Here you go!

Boy: Thank you! I can tell you Fun Facts all day!



## Key Words

carve	<i>v</i>	to make (something, such as a sculpture or design) by cutting off pieces of the material it is made of
creepy	<i>adj</i>	strange, scary or causing people to feel nervous and afraid
funeral home	<i>n</i>	a place where dead people are prepared for burial or cremation and where wakes and funerals are held
security gate	<i>n</i>	the area in a place (such as an airport or building) where people are checked to make sure they are not carrying weapons or other illegal materials
stone	<i>n</i>	a hard substance that comes from the ground and is used for building or carving
tunnel	<i>n</i>	a passage that goes under the ground or through a hill

## Prepositions

aboard	<i>prep</i>	on or into (a vehicle like a train or ship)
about	<i>prep</i>	used to indicate the object of a thought, feeling, or action
across	<i>prep</i>	from one side to the other side of (something)
around	<i>prep</i>	on all sides of (something or someone)
at	<i>prep</i>	used to indicate the place where someone or something is
behind	<i>prep</i>	in or to a place at the back of or to the rear of (someone or something)
by	<i>prep</i>	close to or next to (something or someone)
for	<i>prep</i>	used to indicate the thing that something is meant to be used with
from	<i>prep</i>	used to indicate the starting point of a physical movement or action
in (inside)	<i>prep</i>	used to indicate location or position within something
out (outside)	<i>prep</i>	used to indicate that a person or animal is moving from the inside of a building, room, etc

like	<i>prep</i>	similar to (something or someone)
near	<i>prep</i>	close to (something or someone)
of	<i>prep</i>	belonging to, relating to, or connected with (someone or something)
on	<i>prep</i>	touching and being supported by the top surface of (something)
over	<i>prep</i>	from, to, or at a place that is higher than (someone or something)
through	<i>prep</i>	into one side and out the other side of (something)
to	<i>prep</i>	used to indicate the place, person, or thing that someone or something moves toward
until	<i>prep</i>	up to (a particular time) — used to indicate the time when a particular situation, activity, or period ends
with	<i>prep</i>	used to say that people or things are together in one place

## Quiz - Level 2, Lesson 7 - Tip Your Tour Guide

Listen. Circle the letter of the correct answer.

- |                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                              |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>1. What does the boy say is wrong with the Lincoln Memorial?</p> <ul style="list-style-type: none"><li>a. There is a word carved in stone that has the wrong spelling.</li><li>b. The men who built the memorial made the inside walls from stone.</li><li>c. The boy carved something in stone into the memorial wall.</li><li>d. The memorial was not supposed to be built from stone.</li></ul> | <p>3. What reason does the boy give for the tunnels below the Capitol?</p> <ul style="list-style-type: none"><li>a. To keep lawmakers' offices secret</li><li>b. So lawmakers can stay out of the public.</li><li>c. To protect lawmakers from bad weather</li><li>d. To store all of the lawmakers' papers</li></ul>                                        |
| <p>2. Why does Anna think this part of the tour is exciting?</p> <ul style="list-style-type: none"><li>a. Anna likes to ride along the railroad tracks.</li><li>b. She has never been inside of an airplane.</li><li>c. Anna has never visited the U.S. Treasury.</li><li>d. She sees an airplane flying close above her.</li></ul>                                                                   | <p>4. What do Anna and Penelope learn at the end of their tour?</p> <ul style="list-style-type: none"><li>a. There is a funeral home operating today in Union Station.</li><li>b. The boy telling them Fun Facts is not the Captain's son.</li><li>c. The Captain will take them on another tour.</li><li>d. The boy was really the Captain's son.</li></ul> |

Look at the picture. Use your background knowledge to make sentences about the picture with the prepositions in the box. Here are some words you can use: clock, picture, light, plant, computer, door, wall, chair, microphone and headset.

- across behind with through  
over on at about  
near around from to



The radio reporters are working at a big desk.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

STEP 2

Cut out two shapes below to use on the next page.



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Let's  
Learn  
English

LEVEL  
2

VOA LEARNING ENGLISH

STEP 3

LESSON  
7

Sit with a partner. Ask, "What did you cut out?"  
Tell your partner where to put the small pictures on the bigger picture. Use a preposition from the box.  
Then look. Is the picture in the right place? Take turns giving instructions.

I have a sleeping cat and a soccer ball.

Put the cat between the desk and the chair.

Ok, see my paper?

Yes, that's right!

Put the ball behind the desk on the left.

across    behind    inside    over    on    with  
around    between    by    through    near    to



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# LEVEL 2 LESSON 8 THE BEST BARBECUE



## Topics

Asking for and giving reasons  
U.S. culture & cuisine

## Prepare Before Class

Print copies of the student Activity Sheet  
Print enough copies of the Name Three cards  
for half the students in your class

Bring food samples from vocabulary list and  
toothpicks or small spoons or forks

## Learning Strategy

Ask Questions

## Goals

Passive voice

## Day 1

### *Introduce the Lesson*

Begin by saying, “In Lesson 8, Anna goes to a barbecue festival. In this lesson, you will learn about the strategy of asking questions and how to make a passive sentence.”

### *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.

For the food words, carry out a new word-learning experience, if you can, by bringing samples to the class of a spice, tomato, vinegar, molasses or a spicy sauce. Have food samples on individual spoons or toothpicks. Ask several students to volunteer to come to the front of the class.

Tell the volunteer students: “You will taste a food. How does it taste? Use some of the new words to describe the taste.” If more taste vocabulary is needed, write it on the board and have students repeat.

## Present the Conversation

Tell students that the video will show Anna at a barbecue battle in Washington, D.C. Say, “She learns that there are secret ingredients in the sauces. And people are loyal to their favorite kind of barbecue.” 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.

### Passive Sentences Hunt

Hi English learners! Your lesson today is about my favorite food -- barbecue! Your assignment is to find passive sentences. What are those, you might ask? In passive sentences the subject receives the action! For example, “Anna was sent to cover a food festival.” Passive sentences have a form of the BE verb + the past participle of the main verb. This lesson is LOADED with passive sentences. Hey! That’s a passive sentence, too! Okay, now, it’s Barbecue Time!

### Passive Review

How many passive sentences did you find? Here is one I found:  
 Today, a Barbecue Battle is being held on the National Mall in Washington, D.C.  
 Now you try. Turn this sentence from active to passive.  
 Professor Bot loves Barbecue!  
**Barbecue is loved by Prof. Bot.**  
 Good job! And yes, I do.

### Final Comment

Oh my. Kelly knows a lot about barbecue! And you know more about passive sentences! Be sure you go to the website to learn even more! Ah! Now, if you’ll excuse me ... I’m hungry

## Passive Voice Activity

Write one of the sentences from the conversation on the board. For example:

Sauces are made by the barbecue chefs themselves.

Ask students, “Who is performing the action in this passive sentence?” (Answer: the



barbecue chefs.) Continue, “In passive sentences, the person or thing receiving the action of the verb is the subject of the sentence. And the person or thing doing the action is sometimes included near the end of the sentence.” Ask students to tell you what the sentence would be in the “active” voice, or where the person doing the action comes before the verb. Write that on the board:

The barbecue chefs make the sauces themselves.

Explain that the passive voice is used when we want to focus on the receiver of the action or when the actor is unknown. Tell students they will practice making passive sentences in this activity.

Print enough copies of the Name Three cards for half the students in your class. Have the students cut out the cards and place them between themselves and their partner.

Demonstrate with a student using an example from the classroom, such as “Name three things that are on the teacher’s desk.” Ask students to form pairs. They should take turns drawing a card and asking their partner to name three things - using the passive voice.

After giving students time to work through their cards, ask if there are any remaining questions. If time allows, have students make up several questions for themselves, perhaps related to the classroom or a topic they have been studying, such as “Name three things you can see from the window,” or “Name three historical figures from our country.”

## Day 3

### ***Learning Strategy***

Explain, “The learning strategy for this lesson is Ask Questions. One of the best ways to learn is to ask many questions.”

Continue, “In this lesson, Anna asks the barbecue chefs questions like, ‘Where does the best barbecue come from?’ and ‘What is the secret ingredient in your sauce?’ She gets many opinions on the best barbecue, but she never learns about the secret ingredients in the sauces. How about you? How often do you ask questions as you study English? When you are learning English, who do you ask for help - teachers, friends or classmates?”

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. Tell students they will ask questions when they do the activity for this lesson.

## Activity

In this activity, students will practice asking questions and using the passive voice. Give each student a copy of the Activity Sheet. Have two students demonstrate the activity using the sample conversation. Or ask about a simple food that is common in the place where you teach, such as “How is falafel made?”

Ask the students to take turns asking and answering questions about the four kinds of food pictured on the Activity Sheet. Give students pronunciation tips on the food names if needed.

When students have finished talking about these foods, ask them to think of a question about a local food. After students have practiced this, they will practice the same structure by writing about how a food is made. (See the Writing section of this lesson.)

## 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: Today, a Barbecue Battle is being held in Washington, D.C. This festival, which is known as one of the biggest food festivals in the United States, brings together barbecue lovers from all over the country! Barbecue is meat that is cooked over an open fire or on a grill. Chicken, pork and beef are all common meats to grill on a barbecue!

*The question is: Why are Anna and Penelope taking a tour today?*

2. Read these four sentences:
  - a. Sauces are made by the barbecue chefs themselves.
  - b. What is the secret ingredient in your barbecue sauce?
  - c. No matter which meat you like to barbecue, the sauce is very important!
  - d. So, can you tell us what is in your barbecue sauce?

*The question is: Which of these sentences is in the passive voice?*

3. Anna says, “There are some areas of the U.S. that are known for their tasty barbecue.

The states of Texas, North and South Carolina and the cities of Memphis and Kansas City are known as the Barbecue Belt. People who are loyal to barbecue are really loyal to their favorite barbecue. That is why this festival is called a battle! Let's ask a couple of people which barbecue is best."

*The question is: What are the people fighting about?*

4. Kelly says, "I am from Kansas City and we have THE best barbecue in the whole country. My mother and father owned a barbecue restaurant, which was really famous! So, I know barbecue! Anna, I know barbecue! I know barbecue! I know barbecue!"

*The question is: How does Kelly know about the "best barbecue" in the country?*

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

## Writing

This writing activity may be done individually or in small groups. Some students may not know how to cook, so they could get together with fellow students who are more familiar with how to cook something.

Brainstorm some of the well-known foods of the area where your students live and suggest some they can write about. If there are no well-known foods from the region, suggest they write about a favorite family recipe. Ask if their family has any 'secret ingredient' they add to the recipe.

Ask students in groups to have one member write their answer to the question below using a "Hamburger Paragraph" form as taught earlier. Write some of the words or phrases you think they may need on the board, such as terms for cooking or baking. Give examples of using the passive voice to describe the process of making food: "First, the butter is melted. Then the eggs are fried in a hot pan..."

Here is the writing prompt:

What food is your town or city known for? How is it made?

If time allows, have one member of the group share their instructions by reading aloud what another group member has written. Or if the writing is done individually, students may exchange their writing with another student and discuss the foods that they have described.

This writing project would be a good one to combine with illustrations made by the students or cut from magazines or printed from the internet. The finished works can be put on the classroom walls and serve as future reminders of the use of the passive voice.

## Resources

### Conversation

- Anna: Thanks for meeting me.
- Kelly: Sure.
- Anna: I'd like to get your advice on my latest project.
- Kelly: Of course. I heard you were sent to cover a big food festival that has all kinds of barbecue. So, how did it go?
- Anna: Well, things started out great! But then, well, maybe you should watch it yourself.
- Anna: Today, a Barbecue Battle is being held in Washington, D.C. This festival, which is known as one of the biggest food festivals in the United States, brings together barbecue lovers from all over the country! Barbecue is meat that is cooked over an open fire or on a grill.
- Chicken, pork and beef are all common meats to grill on a barbecue! No matter which meat you like to barbecue, the sauce is very important. Sauces are taken very seriously by chefs. Most ingredients are kept secret!
- So, can you tell us what is in your barbecue sauce?
- Chef 1: No, I can't tell you.
- Anna: So, tell us, what is the secret ingredient in your barbecue sauce?
- Chef 2: (says nothing.)
- Anna: Sauces are made by the barbecue chefs themselves. Most sauces are made with a tomato sauce, vinegar, and spices.
- Anna: There are some areas of the U.S. that are known for their tasty barbecue. The states of Texas, North and South Carolina and the cities of Memphis and Kansas City are known as the Barbecue Belt. People who are loyal to barbecue are really loyal to their favorite barbecue. That is why this festival is called a battle! Let's ask a couple of people which barbecue is best.
- Person 1: Texas, of course!
- Person 2: Carolina barbecue is the very best.
- Person 3: Kansas City!
- Person 4: Memphis style!
- Person 3: Kansas City!
- Person 5: Texas!

Person 3: Kansas!

Person 5: Texas!

Person 3: Kansas!

Person 5: Texas!

Person 3: I say Kansas.

Person 5: Texas!

Person 3: She keeps saying Texas, I say Kansas.

Anna: This is Anna Matteo reporting.

Back at the office:

Anna: Kelly, people feel so strongly about barbecue. Unbelievable! So, what do you think of my project?

Kelly: This is what I think. There is no way that Texas has the best barbecue. I am from Kansas City and we have THE best barbecue in the whole country. My mother and father owned a barbecue restaurant, which was really famous! So, I know barbecue! Anna, I know barbecue! I know barbecue! I know barbecue!

## Key Words

barbecue	<i>n</i>	a flat metal frame that is used to cook food over hot coals or an open fire
barbecue	<i>v</i>	to cook (food) on a barbecue or to broil or roast (meat, fish, and so on ) over hot coals or an open fire
battle	<i>n</i>	a fight between people or groups in which each side tries to win a contest (such as a game or an election)
brown sugar	<i>n</i>	a type of sugar that is brown because it contains a dark syrup (called molasses)
chef	<i>n</i>	a professional cook who usually is in charge of a kitchen in a restaurant
grill	<i>n</i>	a metal frame that is used to cook food over hot coals or an open fire
	<i>v</i>	to cook (food) on a metal frame over fire
loyal	<i>adj</i>	having or showing complete and constant support for someone or something
molasses	<i>n</i>	a thick, brown, sweet liquid that is made from raw sugar
sauce	<i>n</i>	a thick liquid that is eaten with or on food to add flavor to it
spice	<i>n</i>	a substance (such as pepper or nutmeg) that is used in cooking to add flavor to food and that comes from a dried plant and is usually a powder or seed
spicy	<i>adj</i>	(of food) flavored with or containing strong spices and especially ones that cause a burning feeling in your mouth
sweet	<i>adj</i>	containing a lot of sugar
tasty	<i>adj</i>	having a good flavor
tomato	<i>n</i>	a round, soft, red fruit that is eaten raw or cooked and that is often used in salads, sandwiches and sauces
vinegar	<i>n</i>	a sour liquid that is used to flavor or preserve foods or to clean things



## Quiz - Level 2, Lesson 8 - The Best Barbecue

Listen. Circle the letter of the correct answer.

- |                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>1. What is Anna telling us about in this report?</p> <ul style="list-style-type: none"><li>a. She is going to cook meat on a grill.</li><li>b. Anna wants to travel around the country.</li><li>c. She is visiting a barbecue festival in D.C.</li><li>d. Anna is learning to cook meats of all kinds.</li></ul>                                                                 | <p>3. What are the people fighting about?</p> <ul style="list-style-type: none"><li>a. Whether there is a Barbecue Belt in the United States.</li><li>b. Which place in the Barbecue Belt has the best barbecue.</li><li>c. Who is the most loyal to the Barbecue Belt.</li><li>d. Where the next barbecue battle will be.</li></ul>                             |
| <p>2. Which of these sentences is in the passive voice?</p> <ul style="list-style-type: none"><li>a. Sauces are made by the barbecue chefs themselves.</li><li>b. What is the secret ingredient in your barbecue sauce?</li><li>c. No matter which meat you like to barbecue, the sauce is very important!</li><li>d. So, can you tell us what is in your barbecue sauce?</li></ul> | <p>4. How does Kelly know about the “best barbecue” in the country?</p> <ul style="list-style-type: none"><li>a. Kelly is a barbecue chef from Texas.</li><li>b. She has traveled to all of the famous barbecue restaurants.</li><li>c. Kelly’s parents owned a barbecue restaurant in Kansas City.</li><li>d. She lived in North Carolina as a child.</li></ul> |

<p>1. Name three books that _____ (make) into films.</p>	<p>2. Name three things that _____ (use) by artists.</p>	<p>3. Name three things that _____ (invent) in the last 25 years.</p>
<p>4. Name three programs that _____ (install) on your computer.</p>	<p>5. Name three sports that _____ (play) in teams.</p>	<p>6. Name three things that cannot _____ (do) alone.</p>
<p>7. Name three animals that _____ (find) in Africa.</p>	<p>8. Name three things that _____ (produce) in your country.</p>	<p>9. Name three languages that _____ (speak) in Europe.</p>
<p>10. Name three popular TV shows that _____ (watch) in your country.</p>	<p>11. Name three famous buildings that _____ (build) more than 1000 years ago.</p>	<p>12. Name three national dishes that _____ (eat) in your country.</p>
<p>13. Name three singers who _____ (born) in the UK.</p>	<p>14. Name three things that _____ (make) of leather.</p>	<p>15. Name three films that _____ (show) in the cinema this year.</p>

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STEP 1

Choose a food. Ask your partner:  
How is \_\_\_\_ made?  
Use the list of ingredients to answer.



How are dumplings made?

They are made with a flour wrapper that is wrapped around meat or vegetables.



Sample:

Meat, vegetables, flour wrappers;  
wrap flour wrappers around the meat or vegetable filling

Sushi



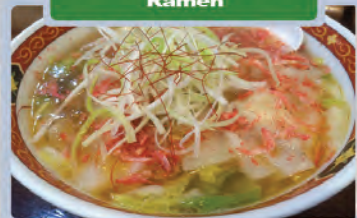
Rice, meat, vegetables; wrap in a flat piece of seaweed

Pizza



Flat bread dough, tomato sauce, cheese; bake in a hot oven

Ramen



Noodles, cabbage, seafood; cook in a soup broth

Taco



Salsa, lettuce, tomato, meat; wrap in a flour or corn tortilla

STEP 2

Ask about a local food you enjoy.

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# LEVEL 2 LESSON 9 PETS ARE FAMILY TOO!



<b>Topics</b>  Tag questions Pets State fairs	<b>Prepare Before Class</b>  Print copies of the student Activity Sheet.  Print copies of the Pets handout or prepare to show it on a shared screen.  Print copies of the Tag Questions worksheet.
<b>Learning Strategy</b>  Cooperate	<b>Goals</b>  Use past modals: could have, may have, must have

## Day 1

### *Introduce the Lesson*

Ask the class, “Have you or someone you know ever had a pet? Tell us about it. And what did you like or dislike about it?” Take responses from a few volunteers. Explain that “In Lesson 9, Anna goes to the D.C. State Fair and wins first place in a pet contest even though she doesn’t have a pet. In this lesson, you will learn about the strategy Cooperate and how to use past modals.”

### *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 pets, ask students to name as many words related to pets as they can think of. Include verbs like adopt, rescue, feed, care for, walk, pet, call and so on. Write the words on the board and practice the pronunciation of any that may cause difficulty for your students.

If students are unfamiliar with English names of common pets, use the sheet in the Resources section with pictures and names of the pets.

## ***Present the Conversation***

Tell students that the video will show Anna and Ashley in a park with a dog. 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.

<b><i>Tag Question Hunt</i></b>	A pet is an animal that lives with you. People love their pets. Ashley said, "You don't have a pet, do you?" She used a tag question, a small question at the end of a sentence. Let's look for more of them!
<b><i>Tag Question Review</i></b>	Anna's rock is cute, isn't it? Oh, there is another tag question! You found some more, didn't you?
<b><i>Final Comment</i></b>	You haven't met my dog, have you?

## ***Tag Question Explanation***

Write one of the sentences from the conversation on the board. For example: "You haven't met my dog, have you?"

Explain, "This is called a 'tag question.' In spoken English, we use tag questions to check that the information we have is correct or to get a response from the listener. Today we will practice making this kind of question."

If your students speak a language that uses a similar structure, that is, asking a short question at the end of a statement, such as "She is Italian, yes?" or "You speak English, no?" point out that in English, a question tag uses the helping verb *do*, *have* or *be* and a pronoun. The pronoun matches the subject of the statement.

Circle the first part of the sentence, that is, "You haven't met my dog" and tell students, "This is a statement." Then circle the second part, that is, "have you?" And tell students,

“This is the question tag. When we put the question tag together with a statement, we call it a tag question.”

Underline the word “You” in the statement or write it in another color. Underline the word “you” in the question tag:

You haven’t met my dog, have you?

Tell students, “Notice that the subject of the statement matches the pronoun in the question tag. Both are ‘you.’ “Another thing to notice is that when the statement is negative, the tag is positive. When the statement is positive, the tag is negative.”

On the board, highlight the words “haven’t met” and “have you?” to show this point.

You haven’t met my dog, have you?

“Let’s look at another example. Muhammad [or insert student name] speaks English well. When I changed it to it to a tag question, it becomes:

Muhammad speaks English well, doesn’t he?

The subject is Muhammad, so the pronoun we use in the question tag is ‘he.’”

For more practice, give students the Tag Questions worksheet in the Resources section.

## Day 3

### ***Learning Strategy***

Explain, “The learning strategy for this lesson is Cooperate. When we are learning anything, we can cooperate, or work together, with others who help us learn.”

Continue, “Anna wants to get a pet dog. Ashley wants Anna to learn about the responsibility of being a pet owner. She says, ‘You may want to spend time with a dog first.’ Then, Ashley cooperates with Anna by letting her take care of Dublin for a short time. Ashley hopes that Anna will learn about taking care of a dog before she gets her own dog.”

Give an example from your own experience such as “When I was young, my sisters and I quizzed each other on our new words after we finished our other homework in the evenings.” Ask, “How about you? How do you cooperate? When you are learning English,



do you act out conversations with a friend? Do you quiz a friend who needs to review for a test?”

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***

In this activity, students will practice making tag questions and learn more about their classmates. Give each student a copy of the Activity Sheet.

Explain to students that in this activity they will be making a guess about a classmate based on what they know about this person. They will make a tag question to confirm whether their guess is correct or not.

For Step 1, have students write the name of a classmate in the blank space before each statement in the first half of the page.

For Step 2, ask them to make a tag question using the statement. The example is:

*João plays football very well.*

The tag question for this is:

*You play football very well, **don't you?***

After students have written out their tag questions, ask them to get up and go around the classroom to the student mentioned in each statement. They should ask that student the tag question and give themselves one point if they guessed correctly.

After they have asked their questions, ask students to demonstrate and check that the verb used in the tag match the verb in the statement and the pronoun matches the subject.

## **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: But, you don't have a pet, do you?  
*The question is: Which of these has a tag question?*
2. Anna says, "There was a contest to see who could spit a watermelon seed the farthest. You should have seen all the people who wanted to spit a watermelon seed! And, it was pretty fun to watch. But Ashley, the pet contests were the best. There was a pet parade. Lots of people walked with their dogs."  
*The question is: What did Anna enjoy the most at the D.C. State Fair?*
3. Ashley says, "But Anna, tell me, how did you win a pet contest without a pet?"  
Anna says, "Okay, the closest thing I have is my pet rock... for a joke, I brought it to the fair. But then I was invited to enter the "One-of-Kind Pet" contest. And I won!"  
*The question is: How did Anna win a contest at the fair?*
4. Anna tells Ashley she wants a dog. Ashley says, "It's a big responsibility. You may want to spend time with a dog first. Do you want to watch Dublin for a couple of hours?"  
*The question is: How does Ashley cooperate with Anna?*

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

## **Writing**

Ask students to write their answer to the question below using a "Hamburger Paragraph" form as taught earlier. Write some of the words or phrases you think they may need on the board, such as the names of animals kept as pets.

Here is the writing prompt:

What pet do you have? Why is it a good pet for you? If you do not have a pet, what would you like to have? Why do you think this would be a good pet for you?

If time allows, have students exchange their writing with another student and discuss the pets that they have described. This writing project may be a good one to combine with illustrations made by the students, cut from magazines or printed from the internet. The finished works can be put on the classroom walls.

## Resources

### Conversation

- Anna: Hi Ashley!
- Ashley: Hey, Anna! How was your weekend?
- Anna: It was great! I went to the D.C. State Fair.
- Ashley: I would have gone, but I was busy. How was it?
- Anna: It was awesome! I won first place in a pet contest!
- Ashley: But, you don't have a pet, do you?
- Anna: Yes and no. What do you mean by "pet"?
- Anna: Look, a pet! Who's this cute little dog?
- Ashley: Oh, right. You haven't met my dog, have you? This is Dublin.
- Anna: Hi, Dublin! Nice to meet you. He's so cute!
- Ashley: Thanks! So, tell me about the state fair.
- Anna: Oh, there were the usual things -- fair food, cute babies, music. But there must have been a dozen different contests! And some were pretty strange.
- Anna: There was a contest to see who could spit a watermelon seed the farthest. You should have seen all the people who wanted to spit a watermelon seed! And, it was pretty fun to watch. But Ashley, the pet contests were the best. There was a pet parade. Lots of people walked with their dogs.
- Ashley: That sounds so fun. But Anna, tell me, how did you win a pet contest without a pet?
- Anna: Okay, the closest thing I have is my pet rock.
- Anna: I know it's silly, but I've had it since I was a little girl. So, for a joke, I brought it to the fair. But then I was invited to enter the "One-of-Kind Pet" contest. And I won! (holds up first place ribbon)
- Ashley: Anna, only you could have won a pet contest with a pet rock. I should have brought Dublin. He would've won a contest!
- Anna: It's not very easy to win one of these. (shows her the blue ribbon) Does he have a costume?
- Anna: They had a costume contest. You should have seen this little girl. She and her dog wore matching princess costumes!
- Ashley: Dublin doesn't wear costumes.

Anna: Does he know any tricks?

Ashley: Come this way. Now, watch this. (Dublin chases a toy)

Anna: You caught it, Dublin! And you killed it! Good dog! Ashley, he could have won the Best Catch contest! Aw, good boy! Ashley, pets are fun, aren't they?

Ashley: Yes. And they become part of your family. (she drinks from her Dublin mug)

Anna: Ashley, I think I want a dog. No. I know I want a dog!

Ashley: It's a big responsibility. You may want to spend time with a dog first.

Anna: That is a great idea. But where can I find a dog?

Ashley: You know, Anna, I have some shopping to do. Do you want to watch Dublin for a couple of hours?

Anna: Yes! I would! I will take very good care of him!

Ashley: I know you will. Here's his leash.

Anna: Thank you.

Ashley: (to Dublin) Okay, I'll miss you!

Anna: Aw. I don't want you to be lonely. Here, Rocky can stay with you. (puts pet rock on wall)

Ashley: Anna, I really don't need ... Okay. Thanks, Anna.

Anna: Sure. Bye, Ashley. (to Dublin) Come on, Dublin! Bye, Rocky!

Ashley: Bye!

## Key Words

contest	<i>n</i>	an event in which people try to win by doing something better than others
fair	<i>n</i>	a large public event at which there are various kinds of competitions, games, rides, and entertainment
leash	<i>n</i>	a long, thin piece of rope or chain that is used for holding a dog or other animal
matching	<i>adj</i>	having the same pattern, color, or design
owner	<i>n</i>	a person or group that owns something or a pet's human companion
parade	<i>n</i>	a public celebration of a special day or event that usually includes many people and groups moving down a street by marching or riding in cars or on special vehicles
princess	<i>n</i>	a female member of a royal family
responsibility	<i>n</i>	a duty or task that you are required or expected to do
seed	<i>n</i>	a small object produced by a plant from which a new plant can grow
spit	<i>v</i>	to force (something, such as food or liquid) from your mouth
watermelon	<i>n</i>	a large, round fruit that has hard, green skin, sweet, red, juicy flesh, and black seeds

## Quiz - Level 2, Lesson 9 - Pets Are People, Too!

Listen. Circle the letter of the correct answer.

1. Which of these has a tag question?

- a. How was it?
- b. How was your weekend?
- c. But, you don't have a pet, do you?
- d. What do you mean by "pet"?

3. How did Anna win a contest at the fair?

- a. She told jokes about the pets at the fair.
- b. Anna entered her pet rock in the pet contest.
- c. She had one of every kind of pet.
- d. Anna took Dublin to the fair.

2. What did Anna enjoy the most at the D.C. State Fair?

- a. The pet contests
- b. The watermelon-spitting contest
- c. The music contest
- d. The contest for the cutest baby

4. How does Ashley cooperate with Anna?

- a. Ashley goes shopping for dog food with Anna.
- b. She gives Anna her extra dog leash for when she gets a dog.
- c. Ashley takes Rocky for a walk because Anna is shopping.
- d. She helps Anna learn about dogs by letting her take care of Dublin.





kitten



dog



cat



horse



puppy



parrot



rabbit



guinea  
pig



budgie



snake



mouse



tortoise



lizard



fish

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Write the question tag in the space after each statement to make a tag question.

1. He is late this morning, \_\_\_\_\_?
2. The hotel was very good, \_\_\_\_\_?
3. She cooks well, \_\_\_\_\_?
4. You can't tell the difference, \_\_\_\_\_?
5. They always sleep after lunch, \_\_\_\_\_?
6. You're coming with us, \_\_\_\_\_?
7. Mary plays football, \_\_\_\_\_?
8. You didn't have any lessons this morning, \_\_\_\_\_?
9. Ann is on vacation, \_\_\_\_\_?
10. The students see it everyday, \_\_\_\_\_?
11. Ms. Bell doesn't know your father, \_\_\_\_\_?
12. There are lots of cars here, \_\_\_\_\_?

Now write three tag questions of your own.

- 1.
- 2.
- 3.

STEP 1

Look at the statements. Write the name of a classmate that you think best matches the statement. Use a classmate's name *only* two times.

1. *João plays football very well.*
2. \_\_\_\_\_ feels sleepy today.
3. \_\_\_\_\_ has a sister/brother here at school.
4. \_\_\_\_\_ doesn't live close to school.
5. \_\_\_\_\_ studies English every day.
6. \_\_\_\_\_ likes to take care of animals.
7. \_\_\_\_\_ plays a musical instrument.
8. \_\_\_\_\_ does not drive a car.
9. \_\_\_\_\_ likes /does not like cooking.
10. \_\_\_\_\_ likes studying mathematics.



STEP 2

Now write tag questions for your statements. Go to the classmate and ask the question. If the statement is true, give yourself a point.

1. *You play football well, don't you?* \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

# Correct: \_\_\_\_\_





# LEVEL 2 LESSON 10 VISIT TO PERU



## 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 of countries or print pages from the internet telling about cultural traditions in different countries for the writing activity.

## Learning Strategy

Use Sounds

## Goals

Use 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 name tell you about their home town’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.

## Resources

### *Conversation*

- Bruna: Hi, Anna!
- Anna: Hi, Bruna! 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: Bruna, 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, Bruna! 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: Bruna, 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 10- 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"><li>a. Write a story about a museum.</li><li>b. Have lunch with her friend.</li><li>c. Learn to play music.</li><li>d. Learn about Peru to write a story.</li></ul>                                                                                        | <p>3. Which sentence does NOT show a hope or wish for the future?</p> <ul style="list-style-type: none"><li>a. I hope I have time to see everything!</li><li>b. I'm hoping to finish in about an hour.</li><li>c. You go back to work.</li><li>d. Anna, I wish I could join you.</li></ul> |
| <p>2. What does the dance show, according to Bruna?</p> <ul style="list-style-type: none"><li>a. The dance shows people riding motorcycles.</li><li>b. It shows that two people have been married.</li><li>c. The dance shows the courtship tradition in Peru.</li><li>d. It means you are going to marry your dance partner.</li></ul> | <p>4. What does Anna thank Bruna for?</p> <ul style="list-style-type: none"><li>a. Dancing the Marinera Norteña</li><li>b. Helping her to meet the kids</li><li>c. Telling her about the festival</li><li>d. Teaching her to do Peruvian art</li></ul>                                     |



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. \_\_\_\_\_



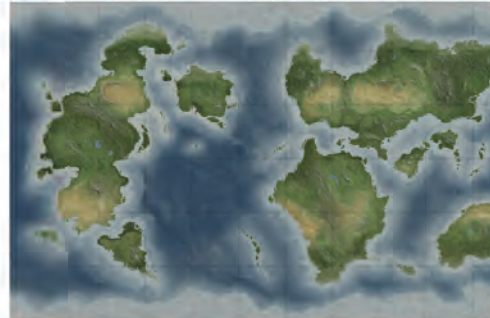
STEP 1

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. \_\_\_\_\_