



**Let's
Learn
English**

LEVEL 2

Table of Contents

How-to Guide	i
Lesson 1: Budget Cuts	1
Lesson 2: The Interview	10
Lesson 3: He Said - She Said	21
Lesson 4: Run Away With the Circus!	32
Lesson 5: Greatest Vacation of All Time	44
Lesson 6: Will It Float?	55
Lesson 7: Tip Your Tour Guide	69
Lesson 8: The Best Barbecue	81
Lesson 9: Pets Are Family, Too!	92
Lesson 10: Visit to Peru	104
Lesson 11: The Big Snow	115
Lesson 12: Run! Bees!	129
Lesson 13: Save the Bees!	140
Lesson 14: Made for Each Other	152
Lesson 15: Before and After	164
Lesson 16: Find Your Joy!	175
Lesson 17: Flour Baby, Part 1	186
Lesson 18: Flour Baby, Part 2	199
Lesson 19: Movie Night	212
Lesson 20: The Test Drive	226
Lesson 21: Trash to Treasure, Part 1	241
Lesson 22: Trash to Treasure, Part 2	259
Lesson 23: Rock Star	270
Lesson 24: I Feel Super!	284
Lesson 25: Only Human	296
Lesson 26: Look-alikes	308
Lesson 27: Fish out of Water	321
Lesson 28: For the Birds	335
Lesson 29: Where There's Smoke...	349
Lesson 30: Dream a Little Dream	363
Certificate of Completion	376
Additional Resources	377



VOA LEARNING ENGLISH

HOW-TO GUIDE

LET'S LEARN ENGLISH

LEVEL 2

Using Let's Learn English, Level 1

This guide is for learners and teachers who are using the course, Let's Learn English - Level 2. Each lesson in the course has at least four days of classes based on 30 conversation videos. This guide explains how to use lesson videos, activities, quizzes and worksheets to teach or learn listening, speaking, vocabulary and writing.

Whenever possible, make students the center of attention in the class. Ask higher-skilled students to help by answering questions and reviewing with classmates. If an activity finishes before the end of class time, you can replay videos or have students act out the conversation for the lesson with any objects you can provide.

Lesson Plans

The goal of this course is to help students understand conversations and have conversations of their own. The table at the beginning of each set of lessons shows what the topics, goals and learning strategies are, and which materials to prepare before class.

The **Topics** box will help you understand the main points of the lesson.

Next, there is a **Learning Strategy** - a thought, process, or action that learners can use to help themselves learn better. Practicing these learning strategies will help students become good language learners.

Check the **Prepare Before Class** box for teaching materials you will need to gather or cut out from the printed lesson for the speaking activities. You will also need to print the Activity Sheet if you cannot share it online with your students. You will find the sheet in the Resources section along with any other pictures you will need.

The **Goals** box lists what students will learn. It is important to have clear goals and, after you understand the goals for the lesson, you can help your students meet them. Here are some tips on how to use each part of the lessons.

Teach Key Words

You may teach the key words before or after you present the conversation, depending on the topic and your class. Teach the **Key Words** using one of the vocabulary practice activities at the end of this guide.

Present the Conversation

Show the lesson video. At the end of every lesson plan, you can find the conversation text. Printing the conversation text for your class will help you talk about the new words and phrases.

Professor Bot's Lesson

Professor Bot is a teacher in the lesson video. This section shows his comments on the story and teaches the grammar points for the lesson. If you are not using the video, you or a student can read this aloud.

Grammar Activity

This section gives a more detailed explanation of the grammar point covered by Professor Bot. A student activity is described and a handout is provided to carry out the activity.

Learning Strategy

In the Learning Strategy part of the lesson, you can explain a new approach to easier English learning. Each lesson's Activity Sheet gives students valuable practice using the learning strategy.

Activities

Before each lesson, read the instructions on the **Activity Sheet** so you can explain them in simple English. See how many copies you need. For games, you only need one copy for each group of students. In some sets of lessons, there are other pictures, game pieces and handouts you can print to use in class.

Imagine how students will do the activity in your classroom. You may have to move some furniture around, for example, to let students work in groups for a game. Or you may want to change the instructions for the activity to make it easier for your students.

When possible, choose students to demonstrate the activity for the class to make sure the instructions are clear to everyone.

Listening Quiz

Give each student a printed copy of the questions and answer choices for the **Listening Quiz**. You can either play the videos in class or read the sentences given in this section. Collect the papers or have students trade papers and check the answers together.

Writing

The writing assignment for each lesson set is related to the topic and goals of the lesson. Make sure to review some words students may need to use when writing on the topic. Talk about the topic before you give the assignment to write. Collect the papers and save them to show student progress as they move through the course with you.

In addition to sharing their writing with the teacher, students can read each other's work and give helpful feedback. To publish their work, students can put it on the classroom walls or collect their writing in a class book.

Resources

At the end of each lesson set, you will find the **Conversation, Key Words, Activity Sheet, Quiz**, and any other pictures and materials you may need.

Vocabulary Activities

The following activities are from the Monster Book of Language Learning Activities, Copyright 2019 by Office of English Language Programs, Bureau of Educational and Cultural Affairs, U.S. Department of State. Licensed under the Creative Commons Attribution 4.0 License.

Key to symbols used in the Monster Book activities:



What Is This?

This activity involves quick brainstorming (either individually, as a group, or as a whole class) to make a list of what an object could be if one used their imagination. E.g., Hold up a pen. It IS a pen, but one could imagine it to be: a laser pointer, a toothbrush, a comb, a lipstick, etc. The key guideline for brainstorming a list is to avoid judging the ideas as they come up. All ideas, no matter how silly or simple, should be noted. The purpose of this brainstorm is to get students active and stretch their vocabularies. Because the activity can and should be combined with motion and “acting,” the vocabularies will be better remembered. Also, when “debriefed” with just the motion, it becomes a good guessing game.

Preparation

For individuals/groups: Have students write down as many things as they can imagine the pen to be. Be sure to set a time limit. Have them count up the number of items. The one with the most reads the list or acts them out. For groups, have one person be the scribe.

For a learning station: Have the instructions clearly written out with a pen/pencil taped to the instructions (as a prompt!) and one piece of paper available for each group to brainstorm the list together. Set a time limit as in the instructions above.

For a whole-class activity without paper: No paper is needed; the teacher leads the activity with a spare pen that gets passed around as students imagine/act out/say a new object.

Procedure

1. Have a writing instrument: pen, pencil, chalk, or a marker.
2. Hold up the writing instrument and ask, “What is this?” The students may reply, “It’s a pen,” etc.
3. The instructor should say, “No, it’s not a pen, it’s a *insert imaginary item name such as ‘toothbrush’*” while gesturing with the pen as that item.

For Individuals/Groups:

Students take out a piece of a paper and brainstorm their lists either on their own or as a group with one scribe.

For Whole Class:

After demonstrating the first one, hand the pen to a student and ask, “What is this?” The student should pretend the pen is something else, gesture the new item, and say the word. Have the student pass the pen on to the next student and continue the game. Students should not repeat words.

Variations

Learning Stations: Have this activity as part of a learning station where the group has five minutes (timed!) to work together to make out a list. They should be prepared to act out the object in the debrief.

Group Competition: Divide the class into groups and have each group brainstorm a list at the same time. The group with the most items listed wins.

Consolidation: After the competition is over, have each student mime one of the uses of the pen and have the other students guess. This is a good way to share the various ideas across the classroom. Uses should not be repeated.

Review/Warm-Up: For a quick, effective review of vocabulary, have students mime the item the next day/week from the original activity. See what others can remember.

Use other objects (shaped differently) for variety and for more advanced levels: ball, hat, book (these seem more difficult).

When to Use It

- To introduce the concept of brainstorming
- To introduce or review vocabulary
- To energize a class
- To introduce an element of competition in the class
- As a learning station

Level



Skills



Practice



Materials

Pen; writing materials or blackboard

Preparation Time

5 minutes

Activity Time

10–15 minutes

Contributors: Maria Snarski, Regional English Language Officer, with additional ideas from Fulbright English Teaching Assistants in Brazil

List It

This is a group activity used to expand vocabulary, with a focus on receptive and productive skills. It also involves a cultural component.

Preparation

Select a photo related to the theme, content, or vocabulary focus for the day, e.g., a market scene for fruits/vegetables, a room for furniture, a street scene.

Procedure

1. Group students in groups of three to five.
2. Display the picture. Groups have two minutes to brainstorm a list of words found in the picture.
3. After two minutes, teams put down their pens/pencils and count up the number of words.
4. The group with the longest list reads the words. If the same word is shared by other groups, it is crossed out by all students (respond by saying, "Got it!").
5. Groups read individual word lists until no word is shared by any other group (students can contest words if they do not fit the picture).

Variations

1. Advanced students may look at cultural similarities/differences between their country and the United States.
2. Students could compose a story or essay involving the words on the lists.
3. Provide a list of items to find in a set of photos. Students check the ones that were in the images.
4. Instead of using an image as the prompt, give all students a category and they work in small groups to make a list of as many items under a category that begin with a certain letter. (For example, the category could be Food and the letter "c": cauliflower, cabbage, cheese, corn, chili, etc.) The group with the most correct words wins.

When to Use It

- To expand vocabulary
- To change up the energy level in class

Level



Skills



Practice



Materials

Scratch paper — one per person or group;
a large picture for which one could associate many vocabulary words

Preparation Time

Very little

Activity Time

15+ minutes

Possible Photo Resource

Picture US

Contributors: Oak Rankin, Christina Pope, and Carolyn Wright – Fulbright ETAs, Brazil, 2011, and Brock Brady, Education Sector Specialist, U.S. Peace Corps, Washington, D.C.

Fly Swatter Game

This is a competitive kinesthetic vocabulary game; students identify terms/phrases using listening skills and powers of observation.

Preparation

Prepare terms, phrases, and/or vocabulary to use in advance. It's best to use a big picture or a projector with the image(s).

Procedure

1. Divide students into teams.
2. Place opposing students at an equal distance from the pictures (turned towards you so that students cannot review pictures in advance).
3. Choose a term, question, or phrase that describes something that is on the picture.
4. Students race to “swat” the corresponding picture and/or item within.
5. Whoever does so correctly wins. Keeping score is optional.

Variations

1. Provide an image for each pair of students. They can compete against each other, with the facilitator calling out words.
2. Use minimal pair words and use the words in a sentence so students can identify the correct word.
3. Use numbers that are difficult to distinguish — 16 vs. 60, 14 vs. 40; letters (*b* vs. *v*, *f* vs. *s*, etc.); or pronunciation stress.
4. See also Class vs. Teacher in Games on page 174.

When to Use It

- To review vocabulary
- To change up the energy level in class

Level



Skills



Practice



Materials

Fly swatters or rolled-up paper to “swat” at the photo; pictures/images to display

Preparation Time

10 minutes to select words; 10 minutes to select photo

Activity Time

15+ minutes

Possible Photo Resource

Picture US

Contributors: Drew Firmender, Ben Clark, Aaron Nilson, Chris Ellison – Fulbright ETAs, Brazil, 2011, and David Malatesta, Spanish/French/ESL teacher, Niles West High School, Illinois, USA

Dominoes

This activity is based on classic dominoes, in which players need to match up domino pieces to earn points or get rid of their pieces. In this case, the domino pieces are not numbers, but they are collocations. A sample sheet of domino pieces is provided below, as a blank set to be copied, filled in, and cut.

Preparation

Decide on the lexical items that you want the students to review or that you want to assess (could be grammar as well). Prepare the game cards (the “dominoes”) and make sufficient copies for your class. Make at least twenty to thirty dominoes. Cut up the cards and put each set into a plastic bag.

Procedure

1. Students get into small groups with a playing surface between them. (Groups of two to four work best, depending on the level and space in the classroom.) Decide which student in each group will play first. Action will continue in the counterclockwise direction.
2. Pass out the bags — one to each group. Students shuffle the cards and divide them amongst the group members.
3. Player #1 puts a domino down. The next player puts down a domino that goes with one of the two items on the first domino. If this is not possible, play continues to the next player. The first player to get rid of all of his/her dominoes wins.

Variations

1. This game can be played with a variety of collocations, idiomatic expressions, subject/verb agreement, lexical items with pictures or definitions, etc.
2. Once the game has been played, the students can further practice the lexical items used through story-writing, skits, etc.

EXAMPLE:

Given a few household items (toilet paper, paper towels, microwave oven, frying pan), the cards would be arranged in the following manner.

paper	toilet	paper	paper
towels	microwave	oven	frying

Contributor: David Malatesta, Spanish/French/ESL teacher, Niles West High School, Illinois, USA

When to Use It

- To review or assess lexical or grammatical items
- To check understanding of particular items in a unit

Level



Skills



Practice



Materials

Domino cards

Preparation Time

20 minutes

Activity Time

10–15 minutes

Color Idioms

In this activity, students practice idioms related to colors. The activity can be adapted for idioms related to other topics (food, money, friendship, etc.).

Preparation

Find colored paper to show to students. Use the idioms handout in the Appendix on page 258 or project to class.

Procedure

1. Show colored paper to students and ask/discuss color names in English with the class.
2. Give students written or printed idioms based on colors; have students work in groups to guess which colors fit in which blanks.
3. Define the words and histories behind the various idioms and how they are used in English.
4. Have each student write a four- to five-sentence paragraph story using colors as adjectives, with at least two idioms.
5. Have students self-correct and comment on their peers' work.

Variations

1. This activity can also be modified to serve as a review game. Students make cards on their own without a word bank.
2. A similar activity could be done with food. Students could draw the food item and match the idiom that goes with the food.
3. Add multimedia (preferably video) that shows an example of the definitions used.

When to Use It

- To review vocabulary
- To help students learn idiomatic expressions
- To change up the energy level in class

Level



Skills



Practice



Materials

Page 258 of this book; colored construction paper; markers of various colors; idiom books; multimedia (songs, stories, videos, etc.); definitions

Preparation Time

None if using prepared list; 15+ minutes if there is a need to create another list

Activity Time

15+ minutes

Possible Idiom Resources

In The Loop

<https://americanenglish.state.gov/resources/loop>

The Lighter Side of TEFL (p. 119)

<https://americanenglish.state.gov/resources/lighter-side-tefl>

Contributors: Avio Tai, Cara Snyder – Fulbright ETAs, Brazil, 2011

Word Wall

This is an ongoing and long-term activity that works best in classrooms where items can be displayed in the room somewhat permanently. Selected words are displayed around the room over time in agreed-upon categories and used in subsequent activities.

Preparation

The teacher should think of the space of the room and plot out how the words can be displayed in terms of categories (nouns, verbs, adjectives, phrases), colors (for different categories or for levels), and media (written on paper and posted or written on a board).

Procedure

1. The procedure for this activity will be determined by the space of the room and the categories and media used.
2. After these decisions are made, time can be set aside to collect the vocabulary words for each lesson during certain activities and add them to the wall(s). The latter might be done only once per week or two weeks or so.

Aspects to consider

1. Words chosen should not be just any new word encountered, but rather a combination of the following three aspects: encountered in context, usable by students, and commonly in use by native speakers.
2. Word display should be considered — creative and relevant groupings work better than neat orderly rows.
3. Word movement should also be considered. There's a distinct possibility of collecting too many words for the space, and how they are moved, saved, and used should be thought about.

When to Use It

- To incorporate vocabulary-building into the class
- To review vocabulary
- To provide practical information on the walls of the classroom
- To tailor learning to the classroom

Level



Skills



Practice



Materials

Paper, markers, tape if that's the method of collecting and displaying

Preparation Time

None — except pre-planning positions and use

Activity Time

Ongoing

Acknowledgement: Core activity based on Eyraud, K., C. Giles, S. Koenig, and F. L. Stoller. 2000. The word wall approach: Promoting L2 vocabulary learning. *English Teaching Forum* 38 (3).

Buzz Ban Cards

In this activity, students describe selected vocabulary words to their teams, but they are prohibited from using any gestures and predetermined words listed on the vocabulary card to help in the description. Those words are banned. See sample card below.

Preparation

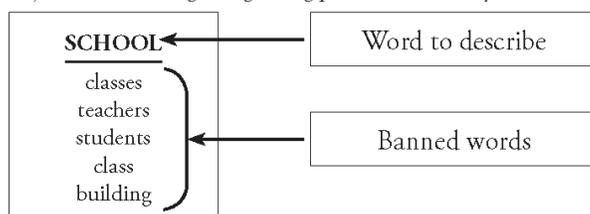
Prepare the cards ahead of time — one set for each group or one for the class if the class is divided into two teams. A sample set of cards is on page 260 in the Appendix.

Procedure

1. Teams take turns describing the words for their teammates to guess.
2. One member of the other team (Team B monitor) watches over the individual from the team (Team A clue-giver) giving the description to ensure s/he is not using any of the banned words.
3. If the Team A clue-giver does use a banned word during the description, the Team B monitor buzzes the clue-giver and the clue-giver from Team A moves to the next card.
4. The Team A clue-giver describes as many words as s/he can in the time allotted (time can be 1–2 minutes). S/he can pass on a word card if s/he feels the word is too difficult.
5. Play passes to a clue-giver from Team B; a member from Team A monitors play.
6. Points can be awarded as agreed upon. Some of the standard rules for earning/losing points follow (can be adjusted for difficulty of play):
 - a. Gain 1 point for every word guessed by the team
 - b. Lose 1 point each time the clue-giver gets buzzed for using a banned word
 - c. Lose 1 point each time the clue-giver passes on a word
 - d. Lose 1 point for using a gesture

Variations

1. Have students make cards over time.
2. Adjust the rules for gaining/losing points for difficulty.



Contributors: Julie Holaway, Assessment Specialist and ESL Instructor, has taught in various learning institutions around the world and was an English Language Fellow in Brazil from 2009 to 2011; Cristiane Tinoco, English teacher, Belo Horizonte, Brazil; with additional ideas from Maria Snarski, Regional English Language Officer

When to Use It

- To practice defining vocabulary words using circumlocution
- To review vocabulary
- To add a competitive element to class

Level



Skills



Practice



Materials

Buzz Ban Cards on page 260

Preparation Time

10 minutes

Activity Time

10–15+ minutes