



**Let's  
Learn  
English**

**LEVEL 1**

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## HOW-TO GUIDE LET'S LEARN ENGLISH LEVEL 1

### Using Let's Learn English, Level 1

This guide is for learners and teachers who are using the course, Let's Learn English - Level 1. Each lesson in the course has at least four days of classes based on 52 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. 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. Make sure you understand the goals for the lesson so you can help your students meet them. Here are some tips on how to use each part of the lessons.

## ***Teach Key Words / Speaking Practice***

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 the **Speaking Practice** video. This shows a close image of a person saying each word carefully. Then you can hear the meaning. Students should repeat after each word, looking at the mouth shape.

Other ways of teaching key words include: drawing simple pictures on the board, playing games, pointing to examples in the room or using gestures.

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

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

Have students practice the phrases in the Main Video Script box. These phrases help to teach the lesson goal.

### ***Pronunciation Practice***

The Pronunciation Practice video teaches points that come from the conversation. Have students practice the pronunciation with you.

### ***Learning Strategy***

In the Learning Strategy part of the lesson, you can explain a new approach to easier English learning. As you do the activity with students, they will get 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 a group students. In some sets of lessons, there are other pictures, game pieces and worksheets 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.

## ***Listening Quiz***

On the last day of each lesson, check to see how well students have learned using the quiz and a writing assignment.

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 aloud. 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. 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.

## ***Ongoing Assessment***

Toward the end of each class day, find out what students learned by asking one or two to say a new vocabulary word. Or ask students to write down a question about something they would like to know more about from today's class. Collect the questions and later, ask if another student can answer the question before you answer it.



<b>Topics</b> Meeting people Introduce yourself	<b>Prepare Before Class</b> Activity Sheets: Alphabet and Numbers Paper for students and pencils or pens
<b>Learning Strategy</b> Set a Goal	<b>Goals</b> Grammar: Verb BE (I am) in introductions; BE + location Speaking: Meeting people; Ask question and answer “Are you (name)?” Review alphabet and numbers 1-20 Pronunciation: Pronouncing linked sounds

**Day 1**

***Introduce the Lesson Topic***

Explain the story of the course:

Say, “Anna is moving to a new city, Washington, D.C. She will learn many new things about the city, and you will learn with her. In the first lesson, she is meeting her new neighbors.”

Ask students to share stories (in native languages, if possible) about when they moved to a new place.

***Present the Conversation***

Tell students that the video will show Anna going to her new apartment. She meets new people there. Play the main video. When the speakers say, “Listen” and “Speak” have students repeat and respond.

## Main Video Script – Lesson 1

1. Listen:

Hi.

Speak:

Hi!

3. Listen:

Nice to meet you

Speak:

Nice to meet you.

2. Listen:

I am Pete.

Speak and say your name.

I am \_\_\_\_\_.

4. Listen

I'm Anna. A-N-N-A

Speak:

Speak and say your name.

Then spell your name.

I am \_\_\_\_\_ . \_ \_ \_ \_ .

Ask students to act out the conversation with different students two or more times.

They should use their own names (rather than Anna and Pete). This is a good chance for students who are in a new class to get to know each other's names.

### ***Learning Strategy***

Ask students to set a goal for learning English. Ask, "What do you want to do in English after studying for three months?"

It is best to set a short-term and small goal. Remind them to focus on this goal as they study.

## Day 2

### ***Teach Key Words***

Play the Speaking Practice video. Ask students to say each new word in the video. Pause the video when the meaning of each word shows and make sure all students understand it.

Before the key words are taught in the video, show how to record and listen to new words using a phone or recording device. Ask students to try this at home with their new words. Here is the script:

Here's how to practice.

Listen. (video recording of "apartment" plays)

Record yourself.

"Apartment."

Then listen.

"Apartment"

## ***Review the Alphabet***

Show the Activity Sheet or an alphabet poster as you teach the alphabet song. Use the link <https://youtu.be/lplhzFh0yw8> for a video if available. Write your own name on the board and say each letter slowly. Ask students to spell their own name for their partner.

Play a game. Name something in the room that starts with a letter, such as “Book starts with b-.” Then ask students, “What starts with s-?” The first student who answers correctly can ask others about something that begins with another letter.

### **Day 3**

## ***Explain Questions and Answers Using BE***

The conversation between Anna and Pete has questions and answers with the verb BE.

Ask a student “Are you (student’s name)?” and write the question on the board. Then write, “You are (student’s name).” Have students ask each other questions using “Are you \_\_\_?” and make statements using “You are \_\_\_.”

## ***Pronunciation Practice***

The Pronunciation Practice video shows how the contraction, or short form, of “I am” is used. Explain that in slow speech, we say, “I am.” In faster speech, we use a contraction, “I’m.”

### **Pronunciation Practice Video Script - Lesson 1**

1. Slow Speech:

I am Pete

Fast Speech:

I’m Pete.

2.

I am

(video shows change to)

I’m

Now you try it. Say your name.

I’m \_\_\_\_\_.

Have students say, “I’m \_\_\_\_\_” with their own name, as in the end of the video.

Put students in two lines facing each other so they can practice introducing themselves using “I’m \_\_\_\_\_.” Tell students to change partners and repeat the exercise. This activity can be used for many other exercises.

## Day 4

### ***Numbers from 1 - 20***

Teach students to say the numbers in English. Practice counting to 20.

Have students count things in the classroom, such as students, desks, books and windows.

### ***Listening Quiz***

Give each student a paper copy of the listening quiz. Play each question's video and pause for students to answer. Ask students to choose the correct answer.

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

1. Hi, I am Mary.
2. Hi, I am John.
3. Hi, I am Jill. Are you John?
4. Hi. I am Russell. Are you Anna's friend?
5. Yes, I am.
6. Nice to meet you!

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

## Day 5

### ***Writing***

Have students write a conversation between themselves and another student. They can model it on the lesson conversation. Or, they can make changes by using the names of teachers or classmates.

### **Review**

Play the video again. Have students repeat, then ask students to form pairs and practice introducing themselves, spelling their own names, and asking others how to spell their names.

### **Conversation**

Pete: Hi! Are you Anna?

Anna: Yes! Hi there! Are you Pete?

Pete: I am Pete.

Anna: Nice to meet you.

Anna: Let's try that again. I'm Anna.

Pete: I'm Pete. "Anna" Is that A-N-A?

Anna: No. A-N-N-A.

Pete: Well, Anna with two "n's" ... Welcome to ... 1400 Irving Street!

Anna: My new apartment! Yes!

### **Key Words**

**apartment** - *n.* a usually rented room or set of rooms that is part of a building and is used as a place to live

**meet** - *v.* to see and speak to someone for the first time

**new** - *adj.* not known before; recently bought or rented

**nice** - *adj.* good and enjoyable

**street** - *n.* a road in a city, town, or village

**try** - *v.* to make an effort to do something

**welcome** - *interjection.* used as a friendly greeting to someone who has arrived at a place

## Quiz - Level 1, Lesson 1: Welcome

Listen. Circle the letter of the correct answer.

### 1. Who is she?

- a. Melissa
- b. Mary
- c. Maurice
- d. Meghan

### 4. What does the person say?

- a. Hi. I am Ross. Are you Jill's friend?
- b. Hello. I am Pete. Are you Anna?
- c. Hi. I am Russell. Are you Anna's friend?
- d. Hello. I am John. Are you Mary?

### 2. Who is he?

- a. Joseph
- b. Shawn
- c. John
- d. Josh

### 5. What does Anna say?

- a. Yes, Sam.
- b. Yes ma'am.
- c. Yes. I am.

### 3. What does the person say?

- a. Hello. My name is Russell.  
Are you Sarah?
- b. What is your name?
- c. Hello. What is your name?  
My name is John.
- d. Hi. I am Jill. Are you John?

### 6. What does Anna say?

- a. Ice cream, please!
- b. Nice to meet you!
- c. Nice to chew food!
- d. Have a nice weekend!



# Let's Learn the Alphabet

## Letters - Pronunciation

<b>Aa</b>	<b>Bb</b>	<b>Cc</b>	<b>Dd</b>	<b>Ee</b>	<b>Ff</b>
<i>ey</i>	<i>bee</i>	<i>see</i>	<i>dee</i>	<i>ee</i>	<i>ef</i>
<b>Gg</b>	<b>Hh</b>	<b>Ii</b>	<b>Jj</b>	<b>Kk</b>	<b>Ll</b>
<i>djee</i>	<i>eitch</i>	<i>ai</i>	<i>jay</i>	<i>kay</i>	<i>el</i>
<b>Mm</b>	<b>Nn</b>	<b>Oo</b>	<b>Pp</b>	<b>Qq</b>	<b>Rr</b>
<i>em</i>	<i>en</i>	<i>oh</i>	<i>pee</i>	<i>kiew</i>	<i>ar</i>
<b>Ss</b>	<b>Tt</b>	<b>Uu</b>	<b>Vv</b>	<b>Ww</b>	<b>Xx</b>
<i>es</i>	<i>tee</i>	<i>yew</i>	<i>vee</i>	<i>dubbl - yew</i>	<i>ex</i>
<b>Yy</b>	<b>Zz</b>	<p>Practice with your friends! Also, watch this video for more pronunciation practice: <i>Sesame Street : Celebrities Sing Alphabet Song</i> <a href="https://youtu.be/lplhzFh0yw8">https://youtu.be/lplhzFh0yw8</a></p>			
<i>wai</i>	<i>zee</i>				



# Let's Learn the Numbers

## Numbers - Spelling

<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<i>Zero</i>	<i>One</i>	<i>Two</i>	<i>Three</i>	<i>Four</i>	<i>Five</i>
<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>
<i>Six</i>	<i>Seven</i>	<i>Eight</i>	<i>Nine</i>	<i>Ten</i>	<i>Eleven</i>
<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>	<b>16</b>	<b>17</b>
<i>Twelve</i>	<i>Thirteen</i>	<i>Fourteen</i>	<i>Fifteen</i>	<i>Sixteen</i>	<i>Seven - teen</i>
<b>18</b>	<b>19</b>	<b>20</b>			
<i>Eighteen</i>	<i>Nineteen</i>	<i>Twenty</i>			
		<p>Practice with your friends! Count the things in your desk. Count the things in your school bag. Count the people in your class.</p>			



**LEVEL 1**  
**LESSON 2**  
**HELLO, I'M**  
**ANNA!**

<b>Topics</b> Welcoming Saying goodbye	<b>Prepare Before Class</b> Photo of three people talking in apartment lobby Paper for notes
<b>Learning Strategy</b> Preview	<b>Goals</b> Grammar: BE + noun; BE + location; Subject pronouns: I, you, he, she, we, they Pronunciation: Contractions with BE Speaking: Asking for names; saying your address

**Day 1**

***Introduce the Lesson Topic***

Say, "When we meet new friends, we learn about them by asking questions. Ask students to tell you the questions they already know in English or in their native language for when they meet a new person. For example, they may ask, "What is your name?" or "Where are you from?"

Tell students that they can use questions like these in English, too. Write the questions on the board. For example, write:

Where are you from? (Underline the word "where.")

Say, "'Where' is a question word. It asks for the place." Ask a student to answer the question. Write their answer:

I am from (where? - student's home town)\_\_\_\_\_.

Give another example, such as:

Who is your friend?

Say, "'Who' is a question word, too. It asks about a person." Ask a student to answer the question:

My friend is (who?) \_\_\_\_\_.

Show the photo below from the video. Ask a student to tell you about the picture. “Look at this picture from the lesson video. What do you see?” They may say, “Three people are talking,” or “Anna is meeting a new friend.”



Explain, “Before we study something new, we can preview, or take a look ahead, to start thinking about it. That can help us get ready to learn. In Lesson 2, Anna meets a new friend. What do you think he will ask her?” Tell your neighbor what you think Anna’s new friend will say.”

Tell students, “Now, let’s imagine that we are just meeting. Earlier, you told me that when people meet, they ask questions like, ‘What is your name?’ and ‘Where are you from?’ Ask me a question to start.”

Student: “What is your name?”

Teacher: “My name is \_\_\_\_\_,” or “I am \_\_\_\_\_.” “Where are you from?”

Student: “I am from \_\_\_\_\_ (student’s home town).”

Tell students to turn to a neighbor and practice asking and answering these two questions. Remind students of the strategy. “When you preview your new lesson, you can get ready to learn by using what you know already.”

## Present the Conversation

Tell students, "Now let's find out what Anna's new friend says." Play the video or ask a few students to read the conversation.

If using the video, ask students to repeat the phrases shown below. If students are acting out the conversation, have the class practice these phrases before and/or after they listen to the conversation.

### Main Video Script - Lesson 2

1. Listen: Where are you from? I am from a big city. Speak and say your city. I am from _____.	4. Listen: I have to go now. Speak: I _____ go now. (have to)
2. Listen: Welcome to DC. Speak and say your city. Welcome to _____	5. Listen: Nice to meet you Speak: Nice to _____ (meet you)
3. Listen: Thank you. Speak: Thank you	

### Day 2

#### Teach Key Words

Have students listen to the Speaking Practice video and say the new words for this lesson or repeat them after you.

Write the key words on the board or give students a list of the words. Check to see if students understand the meaning of all the words by reading definitions at random and asking students which word matches the definition. After the key words, the video teaches students how to say an address. Here is the script:

## Speaking Practice Script – Lesson 2

1. Americans say an address this way:  
number  
street  
city  
state  
zip code

2. Listen to this address: I work at 330 Independence Avenue Southwest, Washington, DC. The zip is 20237.

Now you try it.

Say your address in English.

I live at (number) \_\_\_\_\_ (street) \_\_\_\_\_

(city) \_\_\_\_\_ (state) \_\_\_\_\_

(zip or postal code) \_\_\_\_\_

Students will be able to practice writing their address on the Activity Sheet that is included with this lesson.

### ***Learn How to Address an Envelope***

Give students the Activity Sheet for Lesson 2, which shows an addressed envelope and an application for a library card. Have students complete the address parts of the envelope.

Explain that, in the United States, an address is written in order from smaller places to larger places, starting with the name of the person. The house number and street name go on the second line. The city, state and postal code go on the third line.

Ask students to write their own address in the top left corner of the envelope (the return address), and the address of a family member or friend in the “to” area in the middle of the envelope. If a student does not know another person’s address, use the address of the school. If students do not have a street address, you can create one.

### ***Learn How to Complete an Application***

Ask students to tell you times when they have to fill out an application. Possible situations include: getting a job, renting an apartment, or applying to a school program.

Explain that the application form on their Activity Sheet is for a library card. In the United States, most communities have a public library. People can go there to use books, videos, music and computers and get information on many subjects. There is no cost for the library’s services.

Discuss differences between how personal information is shown on the application form and how it may appear on forms in your students’ home countries. For example, the given name is written first, then a space is allowed for a middle name, then the family name. Explain that if the student does not have a middle name this area can be left blank. Tell them that in the U.S., the birthdate is written with the month followed by the day and year.

**Contractions With BE**

In Lesson 2, there are two contractions (short forms) in the conversation: who’s and you’re. Explain that these are similar to the fast speech that was studied in Lesson 1.

The first example is where Jonathan asks, “Hey, Pete! Who’s your friend?” He is asking, “Who is your friend?”

Later, Pete tells Anna, “Remember to call Marsha at work. Tell her you’re here.”

That means “Tell her you are here.” The Pronunciation Practice video explains this contraction and gives students a chance to practice saying it. If time allows, make sure students know this contraction has a different meaning than the pronoun “your.”

**Pronunciation Practice**

As noted above, the Pronunciation Practice video teaches about linked sounds, or how speakers say “you’re” for “you are.”

**Pronunciation Practice Script – Lesson 2**

Slow speech:  
You are here

Fast speech:  
You’re here.

Play the video or read the script and have students practice the linked sound ‘you’re.’

**Learn About Pronouns**

Explain what pronouns are in English by comparing with the students’ native language, if possible. The pronouns used in this lesson are: I, you, he and she. Ask students to watch (or listen to) the conversation for Lesson 2 of Let’s Learn English.

Give students a piece of paper or ask them to write in their notebook. Ask students to listen for these words in the conversation and write each one they hear.

**Subject Pronouns**

First Person	I
Second Person	You
Third Person	He / She

## ***Activity***

Ask students what they say when leaving a friend or coworker. Write their responses on the board.

Have students read the conversation for this lesson or watch the video again. Ask them to find the answers to these questions:

1. How does Pete tell Anna that he is leaving?
2. How does Anna say goodbye to Pete?
3. How does Anna say goodbye to Jonathan?
4. How does Jonathan say goodbye to Anna?

**Answer:** When Pete leaves Anna, he says, “I have to go now.” Anna says “Oh” to Pete, then she agrees when Pete reminds her to call Marsha (right). Anna says goodbye to Jonathan by saying, “Nice to meet you.” Jonathan answers, “You, too. Bye.” What he means is, “It was nice to meet you, too.”

Ask students to work in pairs or groups to make a list of all the ways they know to say goodbye in English. Compare the items on the list for formal and informal ways to say goodbye. For example, “Nice to meet you” is more formal than “See ya later.” Have students practice the expressions they have written in their pairs or groups.

## ***Conversation Review***

Ask students to form groups of three students each. Give each group a copy of the conversation for this lesson. Tell students to change the names and places to local places and their own names and friends’ names. For example, “Welcome to Agra!”

Have each group practice the conversation until they can say their lines without looking at the paper. Then put groups together so each group can perform the conversation for one other group.

## **Conversation Activity**

Ask students to form groups of four. In each group, tell them to practice asking and answering the questions, “What is your name?” “Who is your friend?” and “Where are you from?” as shown in the example below. Remind student of the words they have learned in this lesson.

Ask four students to stand at the front of the class and ask the questions about their classmates. For example:

Student A: What is your name?

Student B: My name is Svetlana.

Student A: Where are you from?

Student B: I am from Kiev.

Student C: What is her name? (Referring to Student B)

Student D: Her name is Svetlana.

Student C: Where is she from?

Student D: She is from Kiev.

## **Listening Quiz**

Give each student a paper copy of the listening quiz. Play each question’s video and pause for students to answer. Ask students to choose the correct answer.

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

1. Anna says, “Where are you from?”
2. She says, “I am from a small town.”
3. Anna says, “I am in apartment B4.”
4. She says, “I am in apartment C2.”
5. Anna says, “My apartment is number D7.”

## **Writing**

Give the writing assignment in class or as homework. Show an example and discuss the writing assignment that you choose, depending on the ability of your students.

Write the topics on the board.

Choose A or B:

- a. Write a postcard or letter to a friend or family member.
- b. Make a poster to welcome new students to your school.

### Conversation

- Jonathan: Hey, Pete! Who's your friend?  
Pete: She is Anna. She is new to D.C.  
Jonathan: Where are you from?  
Anna: I am from a small town.  
Jonathan: Well, welcome to D.C.  
Anna: Thank you.  
Jonathan: I am Jonathan. I am in apartment B4.  
Anna: I am in apartment C2. Marsha is my roommate.  
Jonathan: I know Marsha. She is nice.  
Pete: And I am in Apartment D7. I have to go now.  
Anna: Oh!  
Pete: Remember to call Marsha at work. Tell her you're here.  
Anna: Right, thanks, Pete. Nice to meet you!  
Jonathan: You too, Bye.  
Anna: Apartment C2, here I come!

### Key Words

**know** – *v.* to have met and talked to (someone)

**meet** – *v.* to see and speak to (someone) for the first time.

**call** – *v.* to make a telephone call.

**friend** – *n.* a person who you like and enjoy being with.

**remember** – *v.* to have or keep an image or idea in your mind of (something or someone from the past) or to think of (something or someone from the past) again.

**roommate** – *n.* a person who shares a room, apartment, or house with someone else.

**work** – *n.* the place where you do your job.

## Quiz - Level 1, Lesson 2: Hello, I'm Anna

Listen. Circle the letter of the correct answer.

1. What does Anna say?

- a. Where do you work?
- b. What do you think?
- c. Where are you from?
- d. Where are you now?

4. What is her apartment number?

- a. I am in apartment C2.
- b. I am in apartment S2.
- c. I am in apartment C4.
- d. I am in apartment D4.

2. Where is she from?

- a. I am from Austin.
- b. I am from a small town.
- c. I am from a big city.
- d. I am from Somalia.

5. What does Anna say?

- a. My department is new.
- b. My apartment is number D7.
- c. My apartment is number D9.
- d. My department is in room D7.

3. What is her apartment number?

- a. I live in apartment D4.
- b. I am in apartment E4.
- c. I live in apartment G4.
- d. I am in apartment B4.

Write your name and  
address here!

\_\_\_\_\_

\_\_\_\_\_

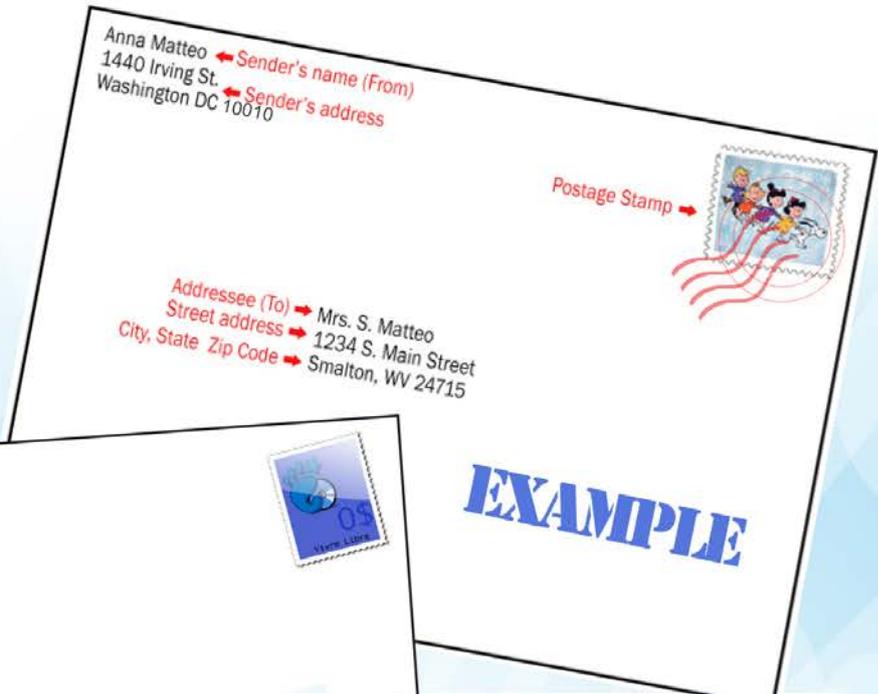
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Write the name and address of the person  
you are sending a letter to here!



Complete this form with your personal information.



**LOCAL  
PUBLIC  
LIBRARY  
NETWORK**

**Application Form for  
Library Card**

<b>FIRST NAME (GIVEN NAME)</b>		<b>MIDDLE NAME</b>		<b>LAST NAME (SURNAME)</b>	
<b>STREET ADDRESS</b>		<b>APARTMENT #</b>	<b>CITY</b>	<b>STATE</b>	<b>ZIP CODE</b>
<b>PHONE NUMBER</b>	<b>EMAIL ADDRESS</b>		<b>DATE OF BIRTH (MONTH/DAY/YEAR)</b> / /		



<b>Topics</b> Apologizing: I'm sorry; excuse me	<b>Prepare Before Class</b> Phones or objects to use as phones
<b>Learning Strategy</b> Look for ways to practice	<b>Goals</b> Grammar: Place pronouns: here; there Pronunciation: Contractions with BE; polite telephone expressions Speaking: Giving addresses; telephone numbers; making a telephone call

**Day 1**

***Introduce the Lesson Topic***

Explain to students that when we call someone we know, that person does not always answer the telephone. Sometimes another person answers the phone.

Ask students to tell you the questions they already know in English or their native language for when they call a friend. Let several students respond. Answers will probably include "Is \_\_\_\_\_ there?" or "May I speak to \_\_\_\_\_?"

Tell students that when they call a wrong number, the person who answers may say something. For example, they may say, "You have the wrong number."  
Tell them the caller should say, "I'm sorry."

Remind students of the verb BE in their native language. Remind students of what they learned in Lessons 1 and 2: In English, the verb BE is used with the name of a person or thing.

Tell students that in this lesson, they are going to learn about another meaning of the verb BE. It is sometimes used to show the place or position of a person or thing.

## Teach Key Words

Have students listen to the Speaking Practice video and say the new words for this lesson or repeat them after you.

Give students a list of this lesson's key words or write them on the board. Check to see if students understand the meaning of all the words by reading the definitions aloud (in native language, if available) and asking students which words match the definitions.

After presenting the vocabulary, the Speaking Practice video teaches how to make a telephone call. Play the video or use the script below: Have students respond.

### Speaking Practice Script – Lesson 3

#### 1. On the telephone

At work, we answer with our name.

“Hello, this is John.”

“Hello, is Anna there?”

Now, you try it with your name. Hello, this is \_\_\_\_\_.

#### 2. Ask for a person like this: Hello, is \_\_\_\_\_ there?

If it is a wrong number, we say, “I’m sorry, you have the wrong number.”

Now, you try it: I’m sorry, you have the wrong number.

## Present the Conversation

Before playing the main video, tell students that it will show how Americans speak on the telephone. Play the main video or ask a few students to read the conversation. Have students answer when there are pauses in the video.

Tell students that “here” and “there” are opposites. “Here” means something is close to the speaker. “There” means something is away from the speaker.

### Main Video Script – Lesson 3

#### 1. Listen:

I am sorry

Excuse me

Speak:

I am \_\_\_\_\_.

\_\_\_\_\_ me.

#### 2. Listen:

Are you there?

I am here.

Speak:

Are you there?

I am here.

## Day 2

## Learning Strategy

Tell students that, in today's lesson, they will learn to look for ways to practice. Explain:

“Today’s lesson shows how to speak English on the phone. I can ask a friend to practice after class, walking home, or even on the phone after I get home from class.”

Say to one student: “Will you help me? I am going to practice using polite English to make a phone call. Do not worry. This will be fun!”

Ask students to take out their phones (or objects to use as phones). Have the student stand as far from the teacher as possible. Pretend to call the phone and ask the student to “answer” the phone as himself or herself.

Pretend to call someone famous. Speak loudly as if on a weak phone connection. “Hello, is Captain America (or any famous person) there?”

Have the student pretend to be the other person on the line. They can say, “No,” or add “She is not here. I’m sorry. You have the wrong number.”

Reply with either “Excuse me!” or “I’m sorry!” Remind students, “Practicing should be fun so you look forward to doing it.”

### ***Activity Sheet***

Give students a printed copy of the Activity Sheet and tell them to walk around the room asking classmates the following questions:

#### Questions for Activity Sheet – Lesson 3

1. What is your name?

How do you spell your name?

Where do you live?

2. What is your address?

What is your phone number?

Tell students that they need not give their real phone number and address. Give students an address and phone number for the school or a nearby store or hotel.

### **Day 3**

#### ***Pair Practice***

Say, “Now, let’s ‘Look for ways to practice’ together.” Ask students to watch (or listen to) Lesson 3 of Let’s Learn English. Play the video until the man says, “Okay, bye.”

Tell students that they are going to work in pairs. Give each pair of students the two practice cards below. Have them practice the conversation.

After they practice, ask students to exchange their cards with their partner and practice the task again. Ask several pairs to act out their conversations while standing on opposite sides of the classroom.

<p>"Hello. Is ___ (favorite actor, singer, or athlete) __ there?"</p> <p>"Is this 321-1234?"</p> <p>"Excuse me!"</p> <p>"Goodbye."</p>	<p><b>Student B</b></p>
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<p>"Hello"</p> <p>"I am sorry. You have the wrong number."</p> <p>"No. This is 321-1432."</p> <p>"Okay. Goodbye"</p>	<p><b>Student A</b></p>
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## Day 4

### ***Pronunciation Practice***

The Pronunciation Practice video teaches the contraction “we’re.” Here is the script for the video:

#### Pronunciation Practice Video Script - Lesson 3

Slow speech:	We are roommates.	Now you try it.
Fast Speech:	We’re roommates.	Graphic shows: We are roommates
		Changing to: We’re roommates.

Have students practice the sentence, “We’re roommates.” Continue to practice contractions using other pronouns.

Use the sentences below as examples. You can make your own or have students suggest sentences with BE. If needed, write the first and second columns on the board.

Marsha is at work	Use she + is	1. She's	at work
Anna is at the apartment	Use she + is	2. _____	at the apartment
You are in English class.	Use you + are	3 _____	in English class.
All of us are studying with Anna.	Use we + are	4. _____	studying with Anna.
The man is in his office.	Use he + is	5. _____	in his office.
I am a good student.	Use I + am	6. _____	a good student.
Anna and Marsha are roommates.	Use they + are	7. _____	roommates.

Answers: 1. She's 2. She's 3. You're 4. We're 5. He's 6. I'm 7. They're

Ask students to practice all of the contractions with pronouns and the verb BE. A chart is provided below. Write these on the board, if needed.

I am	I'm	We are	we're
You are	you're	You are	you're
He is	he's	They are	they're
She is	she's		

### Asking for Directions

Ask students to watch (or listen to) the rest of the main video. (Begin with the line, "One more time.") Once again, ask students to work in pairs. This time, ask them to work with a different partner. Give one student in each pair the "Student A" card from the Resources section for this lesson. Give the other student in each pair a "Student B" card.

Ask students to practice questions like the one they just saw in the video. For example:

Student A: Where is the supermarket?

Student B: The supermarket is at 1500 Main Street.

Ask students to exchange their cards with their partner and practice again. Ask several pairs to demonstrate their conversations while standing on opposite sides of the classroom.

Ask students, "Can you think of other times you can practice asking about places in English?" After a short discussion, remind them to use the strategy, Look for Ways to Practice, as often as they can.

"Where is the \_\_\_\_\_?"

apartment

supermarket

post office

Student A

"The \_\_\_\_\_ is at \_\_\_\_\_."

apartment

1234 Main Street

supermarket

1500 Irving Street

post office

8741 Center Street

Student B

## Day 5

### *Listening Quiz*

Give each student a paper copy of the listening quiz. Play each question's video and pause for students to answer. Ask students to choose the correct answer. Collect the papers or ask students to trade papers and check the answers together.

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

1. She says, "We're roommates."
2. Anna says, "I want to cook dinner."
3. She says, "Is there a supermarket near here?"
4. He says he is sorry that she has the wrong number.
5. The man says, his number is 555-8689.
6. Marsha says, "The supermarket is at 1500 Irving Street. It is near the apartment."

### *Writing*

Discuss the vocabulary that may be used for the topic. Write some of the words on the board for students to use in their written work. Write the writing topic on the board:

Write the address of a place you want to visit. Write about the place: What can you see or do there?

Ask students to use an address of a tourist attraction they would like to visit or have visited, such as:

Empire State Building  
20 W 34th Street  
New York, NY 10001

Students with internet access can use a map program to find the address of famous places.

### **Conversation**

- Anna: I am in my new apartment! Great! I live with Marsha. We're roommates. I want to cook dinner. Hum. Is there a supermarket near here? Marsha knows. Marsha's work number is 555-8986.
- Man: Hello.
- Anna: Hello. Is this Marsha? It is Anna.
- Man: I am sorry. You have the wrong number.
- Anna: Oh. Is this 555-8986?
- Man: No. This is 555-8689.
- Anna: Oh. Excuse me!
- Man: Okay. 'Bye.
- Anna: One more time. 555-8986. Please be Marsha.
- Marsha: Hello. This is Marsha.
- Anna: Yes, Marsha. I want to cook dinner.
- Marsha: Excuse me? Anna? Is that you?
- Anna: Oh, yes. I am here!
- Marsha: Good. You are there.
- Anna: I want to find a supermarket.
- Marsha: Oh, okay. The supermarket is at 1500 Irving Street. It is near the apartment.
- Anna: Great! Goodbye!
- Marsha: Goodbye, Anna.
- Anna: There is a big supermarket on my street. And Marsha says I am a good cook!  
Until next time ... !

## ***Key Words***

**cook** - *v.* to prepare (food) for eating especially by using heat

**dinner** - *n.* the main meal of the day

**excuse** - *v.* to forgive someone for making a mistake or doing something wrong

**find** - *v.* to get or discover something or someone that you are looking for

**here** - *adv.* in this place or at this location

**live** - *v.* to have a home in a specified place

**near** - *adv.* close to something or someone

**number** – *n.* a number or a set of numbers and other symbols that is used to identify a person or thing or a telephone number

**sorry** - *adj.* feeling sorrow or regret

**supermarket** - *n.* a store where customers can buy a variety of foods and household items

**there** - *adv.* in that place or at that location

**want** - *v.* to desire or wish for something

**wrong** - *adj.* not suitable or appropriate for a particular purpose, situation, or person

## Quiz - Level 1, Lesson 3 - I'm Here!

Listen. Circle the letter of the correct answer.

1. What does Anna say about Marsha?

- a. Anna says she is in Marsha's room.
- b. She says she wants to meet Marsha.
- c. Anna says Marsha is her best friend.
- d. She says she and Marsha are roommates.

4. Why does the man say he is sorry?

- a. He does not know Anna's number.
- b. The man tells Anna she has the wrong number.
- c. He has the wrong phone number.
- d. The man tells Anna that Marsha is not at work.

2. What does Anna want to do?

- a. Anna wants to see what is in there.
- b. Anna wants to see what is in there.
- c. Anna wants to call Marsha.
- d. She wants to ask a friend over

5. What does the man say about his phone number?

- a. He does not know Anna's number.
- b. The man says, his number is 555-8689.
- c. He and Marsha have the same number.
- d. His number is 555-8986.

3. What is Anna asking about?

- a. Anna wants to find a restaurant near the apartment.
- b. She asks about the kind of food Marsha likes.
- c. Anna wants to buy food at a supermarket.
- d. She asks about where she can park her car.

6. What does Marsha say to Anna?

- a. She does not want Anna to go to the supermarket.
- b. Marsha says the supermarket is near their apartment.
- c. She says Anna is at 1500 Irving Street.
- d. Marsha says the supermarket is on another street.

**Conversation Practice Cards - Set 1**

"Hello. Is \_\_\_ (favorite actor, singer, or athlete) \_\_ there?"

"Is this 321-1234?"

"Excuse me!"

"Goodbye."

**Student B**

"Hello"

"I am sorry. You have the wrong number."

"No. This is 321-1432."

"Okay. Goodbye"

**Student A**

**Conversation Practice Cards - Set 2**

"Where is the \_\_\_\_\_?"

apartment

supermarket

post office

**Student A**

"The \_\_\_\_\_ is at \_\_\_\_\_."

apartment

supermarket

post office

1234 Main Street

1500 Irving Street

8741 Center Street

**Student B**

## It is time to practice your English!

Talk to three friends or people you do not know.  
In English, ask them these questions.  
Write their answers below.

NAME: Sarah

ADDRESS: 247 Oak St.

Washington, DC. 20002

PHONE NUMBER: 202-555-1477

- What is your name?
- How do you spell your name?
- Where do you live?
- What is your address?
- What is your phone number?

NAME: \_\_\_\_\_

ADDRESS: \_\_\_\_\_

PHONE NUMBER: \_\_\_\_\_

NAME: \_\_\_\_\_

ADDRESS: \_\_\_\_\_

PHONE NUMBER: \_\_\_\_\_

NAME: \_\_\_\_\_

ADDRESS: \_\_\_\_\_

PHONE NUMBER: \_\_\_\_\_

Hello! I am Sarah.  
That is S-A-R-A-H.  
I live at 247 Oak St.  
in Washington, DC.  
The zip code is 20002.  
My phone number is  
202-555-1477.  
Nice to meet you!





**LEVEL 1**  
**LESSON 4**  
**WHAT IS IT?**

<b>Topics</b> Greetings Names of common objects Negation	<b>Prepare Before Class</b> Small trays or containers – one per student Alphabet blocks or paper with letters Bag of small objects or printed images
<b>Learning Strategy</b> Focus	<b>Goals</b> Grammar: BE + Noun; Be + Adjective + Noun; BE + Not + Noun; HAVE + Noun Pronunciation: Pronouncing reduced “and;” BE + noun Speaking: Talking about objects with BE + HAVE

**Day 1**

***Introduce the Lesson Topic***

Say, “Today you will learn how to say that you have something. You will also learn to say that another person has or does NOT have something.”

Put two objects, such as a book and a pen, on the desk or table in the front of the class. Pick up the pen and say, “This is a pen.” Then put the pen down. Pick up the book and say, “This is a book.” Put the book down. Pick up the pen again. Say, “This is NOT a book.” Put the pen down and pick up the book, saying, “This is NOT a pen.”

***Present the Conversation***

Tell students that the video will show Anna pulling many unusual objects from her handbag. The objects in order are: a large book, a toy, a pillow, a map and a lamp.

Play the video or ask a few students to read the conversation. Tell students to respond when there are pauses in the video.

## Main Video Script – Lesson 4

### 1. Listen:

Do you have a pen?

Yes, I have a pen.

Now you try it.

Speak:

Do you have a \_\_\_\_\_? (pen)

Yes, I have a \_\_\_\_\_. (pen)

### 2. Listen:

It is not a pen.

It is a map.

Speak:

It is \_\_\_\_ a pen. (not)

It \_\_\_\_ a map. (is)

## Day 2

### Speaking Practice

Have students listen to the Speaking Practice video and say the new words for this lesson or repeat them after you. After the key words, the video teaches the expressions shown below. Tell students to repeat the expressions after watching the video or listening to you.

### Speaking Practice Script – Lesson 4

#### 1. BE + Noun

It is a map.

(image of pillow)

It is a \_\_\_\_\_. (pillow)

#### 4. HAVE + Noun

I have a pen.

(Image of a book)

I have a \_\_\_\_\_. (book)

#### 2. BE + Adjective + Noun

It is a big book.

(image of map)

It is a big \_\_\_\_\_. (book)

#### 5. Practice Asking Questions

(Image of a bag)

Do you have a bag?

Yes, I have a bag.

#### 3. BE + NOT + noun

It is not a pen (image of toy next to image of lamp with a circle and bar image overlaid on it)

It is a toy. It is not a \_\_\_\_\_. (lamp)

#### 6. Now you try it.

(Image of coffee)

Do you have a \_\_\_\_\_. (coffee)

Yes, I have a \_\_\_\_\_. (coffee)

## Pronunciation Practice

The Pronunciation Practice video teaches how “and” sounds like “n” in fast speech. You can call this a short form.

### Pronunciation Practice Video Script - Lesson 4

1. Often English speakers do not say the word “and” carefully. The result is the sound “n.”

Listen:

Do you have a pen ‘n’ paper?

Speak:

Do you have a pen ‘n’ paper?

Listen:

Marsha ‘n’ Pete have coffee.

Speak:

Marsha ‘n’ Pete have coffee.

2. Listen:

I have a new job ‘n’ new friends.

Speak:

I have a new job ‘n’ new friends.

Listen:

She has a book ‘n’ a lamp in her bag.

Speak:

Now you try it. What is in your bag?

I have \_\_\_\_\_ ‘n’ \_\_\_\_\_ in my bag.

Compare this form in English to a short form in your students’ native language, if possible. Put several objects on a table, or have pairs of students put objects from their bags onto a desk in front of them.

Ask students to practice saying the names of two or more objects using the short form. For example: Dmitri has some pens ‘n’ toys in his bag. Natalia needs a pen, a lamp ‘n’ a book to study.

## Learning Strategy

Tell students that one good way to learn a language is by focusing. Focusing means to pay close attention. Explain to students that when they focus, they can learn better and remember more.

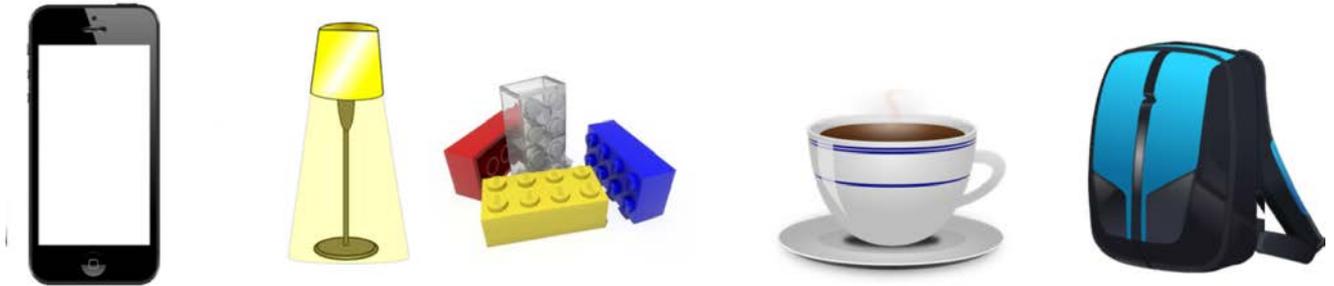
Give an example. Say, “Usually you do not listen, or pay attention, to every word your teacher says. But if your teacher says that there will be a test soon, you may listen more carefully. This is a special kind of listening - you are focusing on the teacher’s words because you care about what they are saying.”

Tell students that when they are learning English, they can focus to find new information or new words.

### **Activity - What's in My Hand?**

Give students some small objects or have them cut the pictures from the sheet on the Resources page. Model the activity: "I have five pictures. I'm going to put them on my table."

Call a student to come to the front to help you demonstrate. "(student name) I want you to focus on what I have here. You will have to remember the things I say." Hold up the pictures and say the name of each one: "I have a toy. I have a lamp. I have a phone. I have a coffee. And I have a bag. Now turn around."



Have the student face away from the table. Take one object away (say, the lamp) and hide it in your hand. Tell the student to listen as you name the objects again. Use the reduced form with 'n' as taught in the Pronunciation Practice video. "I have a toy 'n' a phone 'n' a coffee 'n' a bag. I put one picture in my hand. What do I have in my hand?"

While still facing away from the desk, ask the student to guess what you took away. They may ask, "Do you have a toy?" OR "Is it a toy?"

Answer, "No it is NOT a toy." Continue until the student guesses correctly. If needed, give suggestions or let the student look at the pictures.

Ask students to find a partner. One member of each pair should take five of their pictures and put them (in the tray you gave them, if available) on their desk. Have the students stand on opposite sides of the desk, one facing away, to play the game. Say, "Remember to focus when you look at the pictures and listen to your partner."

Walk around and monitor the activity. If students guess too easily (or have good memories) have them increase the number of pictures or objects.

When one partner guesses all the objects correctly, have each pair of students switch roles and have the second student choose five pictures to place in the tray. Keep the pictures for the "Go Fish" game later in this lesson.

## Activity Sheet

Give students a printed copy of the Activity Sheet. Have students work with a partner to complete the activity by writing a number next to the image that goes with the name of that thing. Then, call students' attention to the three columns below the set of images. The columns are "home," "work" and "school."

Students should write the names of common objects in lists under the names of three places where they are found. For example, a bed is found at home. Note that many of the objects can be found in more than one place.

After the students have identified the objects and listed the places they are found, ask them to make sentences about each object in relation to the place it may be found, such as, "We have a clock at school. We have chairs 'n' desks 'n' a calendar at school. We do NOT have a bed at school." Ask one member of each group to give an example of one of their sentences.

### Activity Sheet Answers – Lesson 4

Home	Work	School
bed	book	book
lamp	pen	bag
toy	clock	glasses
clock	laptop	calendar
money	desk	chair
phone	money	desk
pillow	lamp	map
	phone	clock

## Go Fish Game

If time permits, put students in groups of four. The groups will then play the "Go Fish" game with their picture cards from the previous game (What's in my hand?). Have the students mix all their pictures together, then give out five to each person. The rest are placed face down on a desk. The goal is to match pictures to make sets of two.

The student whose birthday is nearest starts by asking another student, "Do you have a lamp?" If the student has the lamp picture in their hand, they have to give it to the questioner. If they do not have it, they say, "I do not have a lamp. Go Fish!" and the questioner may choose from the pictures on the desk. If a lamp is found, the player places

the two lamp pictures in the space in front of them on the table. The next student on the left takes a card and when all the cards are picked up, the player with the most matches wins.

## Day 5

### ***Listening Quiz***

Give each student a paper copy of the listening quiz. Play each question's video and pause for students to answer. Ask students to choose the correct answer.

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

1. Anna says, "The city is big."
2. Marsha says, "Anna, do you have a pen?"
3. Pete says, "It is a book. It is a big book."
4. Marsha says, "It is not a pen, Anna."
5. Pete says, "Why do you have a map of the world?"
6. Pete says, "And now you have a lamp."

### ***Writing***

Discuss the vocabulary 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:

Look at a drawer or table at home, or empty your school bag. What is on or in it? Use sentences like this: "I have a pen in my bag."

Demonstrate with a table or bag in the classroom.

## Conversation

- Anna: Pete, hi! Hi, we are here!
- Pete: Hi, Anna! Hi, Marsha!
- Anna: Hi!
- Pete: How are you two?
- Marsha: I am great!
- Anna: You know, Pete, I am new to D.C. The city is big.
- Pete: Yeah. But you learn a little more every day. How's the new apartment?
- Anna: The new apartment is great! Let's get coffee!
- Marsha: Anna, do you have a pen?
- Anna: Yes. I have a pen in my bag. I have a ...
- Pete: It is not a pen. It is a book. It is a big book.
- Anna: Yes. Yes it is, Pete. I know I have a pen, though... I have a ....
- Marsha: It is not a pen, Anna ... a toy?
- Anna: I have a ....
- Pete: And it is a pillow!
- Anna: Pete, Marsha, I know I have a pen.
- Marsha: Anna, it is a map.
- Pete: Why do you have a map of the world?
- Anna: Pete, Marsha. Now I know I have a pen.
- Pete: And now you have a lamp.
- Marsha: Anna.
- Anna: I have a pen! Let's get coffee!

## Resources

### ***Key Words***

**bag** - *n.* a soft container used to hold money and other small things

**big** - *adj.* large in size

**book** - *n.* a set of printed sheets of paper that are held together inside a cover or a long written work

**coffee** - *n.* a dark brown drink made from ground coffee beans and boiled water

**lamp** - *n.* a device that produces light

**little** - *adj.* small in size

**map** - *n.* a picture or chart that shows the rivers, mountains, streets, etc., in a particular area

**pen** - *n.* a writing instrument that uses ink

**pillow** - *n.* a bag filled with soft material that is used as a cushion usually for the head of a person who is lying down

**toy** - *n.* something a child plays with

**world** - *n.* the earth and all the people and things on it

## Quiz - Level 1, Lesson 4 - What Is It?

Listen. Circle the letter of the correct answer.

1. What does Anna say about the city?

- a. She likes the city.
- b. Anna says the city is great.
- c. She does not like the city.
- d. Anna says the city is big.

4. What does Marsha tell Anna?

- a. Marsha tells Anna the toy is not a pen.
- b. She tells Anna that she has a pen.
- c. Marsha says it is a toy.
- d. She asks if Anna has another pen.

2. What does Marsha want?

- a. She asks Anna where she has been.
- b. Marsha asks if Anna is going again.
- c. She asks Anna for a pen.
- d. Marsha wants to give Anna a pen.

5. What does Pete say about the map?

- a. Pete wants to look at the map.
- b. He asks why Anna has a map.
- c. Pete asks Anna to show him the map.
- d. He wants to put the map on the wall.

3. What does Pete say about the book?

- a. He thanks her for the book.
- b. Pete says it is a big book.
- c. He asks why she has a book.
- d. Pete wants to look at the book.

6. What does Pete say to Anna?

- a. I want to see your lamp.
- b. Where is my lamp?
- c. Now you have a lamp.
- d. Why do you have a lamp?

STEP 1

Look at the words in the word bank.  
Look at the pictures on the right.  
Write the number for each word next to the  
matching picture.

WORD BANK

- 1 - Bag
- 2 - Book
- 3 - Toy
- 4 - Pen
- 5 - Laptop
- 6 - Desk
- 7 - Calendar
- 8 - Pillow
- 9 - Money
- 10 - Clock
- 11 - Lamp
- 12 - Chair
- 13 - Map
- 14 - Phone
- 15 - Glasses



STEP 2

Now work with a partner!  
Write the name of common objects under the places you find them.

HOME

WORK

SCHOOL

Bed

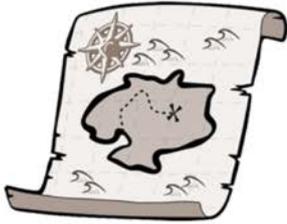
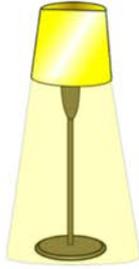
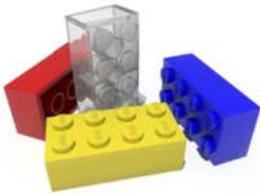
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## Main Video Images – What is it? – Lesson 4





### Activity – What's in My Hand?



**LEVEL 1**  
**LESSON 5**  
**WHERE ARE YOU?**

<p><b>Topics</b></p> <p>Asking about location Naming places and activities Naming rooms in a house</p>	<p><b>Prepare Before Class</b></p> <p>Images of students studying in different locations</p>
<p><b>Learning Strategy</b></p> <p>Plan to learn</p>	<p><b>Goals</b></p> <p>Grammar: BE + location Speaking: BE + location Pronunciation: Question intonation</p>

**Day 1**

***Introduce the Lesson Topic***

Say, “Today we will learn about naming places, such as rooms in a house. We will also learn how to ask where to find places.”

***Present the Conversation***

Play the video or ask a few students to read the conversation. Tell students that the video will show four rooms in a house.

Tell students to repeat the following sentences when the video pauses or after listening to the conversation read aloud.

**Main Video Script – Lesson 5**

**1. Listen:**

I am in the living room.  
I relax in the living room

**Speak:**

(Image of Anna in the kitchen)  
I am in the \_\_\_\_\_.  
(Image of Anna in the living room)  
I relax in the \_\_\_\_\_.

**2. Listen:**

We sleep in the bedroom.  
I wash in the bathroom.

**Speak:**

Now you try it. Say where you are.  
We \_\_\_\_\_ in the \_\_\_\_\_.  
I \_\_\_\_\_ in the \_\_\_\_\_.

**Teach Key Words**

Have students listen to the Speaking Practice video and say the words or repeat after you.

After the key words, the video teaches about places. Some places, like “upstairs” have no preposition. Point out the lines in the video: “I am in the kitchen” and “Let’s go upstairs.” Ask students to make sentences with other locations.

**Speaking Practice Script – Lesson 5**

**1. Talking about location**

Where + BE + pronoun

Where are you?

Where \_\_\_\_\_? (you)

We usually use a preposition, like “in,” with a location. Some locations, like “upstairs,” have no preposition.

**2. (Image of Anna walking up stairs)**

I am upstairs.

(Image of Anna in the kitchen)

I am in the kitchen.

Now you try it.

I am \_\_\_\_\_. (in the kitchen)

Ask students about the location of places in your school. Tell them to use the word “in.”

Here are some possible questions and answers:

“Where are the books? - In the library / bookshelf”

“Where do we eat? - In the cafeteria / lunch room / yard.”

“Where is the principal? – In the office.”

**Pronunciation Practice**

The Pronunciation Practice video teaches two ways to ask a question. The first way is to make your voice go up. For example, “You are in the kitchen?” The second way is to change the order of the subject and verb. For example, “Are you in the kitchen?”

**Pronunciation Practice Video Script - Lesson 5**

**1. To ask a question, use a rising tone of voice.**

Anna? Where are you?

A statement with a rising tone becomes a question.

Listen:

You are in the kitchen?

Now you try it. Say “You are in the living room” with a rising intonation.

You are in the living room?

**2. Questions can change word order.**

Listen:

You are in the kitchen. (Graphics show ‘are’ and ‘you’ changing places.)

Are you in the kitchen?

Now you try it. Make your voice go up at the end.

Are you in the kitchen?

## ***Learning Strategy***

Tell students that in today's lesson, they will learn how to plan their learning. Explain to students that when we study, we should think about how we learn best. Because we are all different, we have different needs. Some people like to study in a café, with noise around them. Other people like to study in a quiet place.

Ask students to think for a few minutes about how they study best. Then ask them to tell you about where they like to study. Let several students respond.

Tell students that in this lesson, they are going to learn how to name rooms in a house and say what they do in each room. By the end of the lesson, they will also be able to plan how and where to study well.

### ***Learn the Rooms in a House***

Show students the images from the Resources section under the heading, How do you study best? Say, "Think about how you learn best. Do you like to study alone? Or with a friend? Maybe you like working in a small group." Cut out the first row of pictures and put each of the three pictures in a different corner of the room. These are:



After placing the images, explain, "These are our groups: 1. study alone; 2. study with a friend; and 3. study in a group." If the room is large, draw the locations on the board and number them to make them clear to students.

Ask, "What do you like to have around you? Do you like to have some music playing? Or do you like a quiet place?"

See the Resources section for copies of these images. Place a copy of each of the images in the first three locations.



With music



In a quiet place



In a busy place

Continue, “In a minute, I will ask you to choose a group. Go to it and choose a picture to stand by - quiet, music or busy. Ask one or two others near that picture to study with you today. Your job is to learn how to say, in English, the names of four rooms and what people do in the rooms.” Tell students they will work alone or in groups to learn how to say the names of the rooms and the activities.

Give students the “Rooms in a House” sheet from the Resources section and these directions:

1. Take your paper and a pen, stand up and go to the place that matches you. Talk with the other students in your corner.
2. If you are in the ‘study alone’ corner, you can sit down there and begin studying alone for five minutes. Then work with a partner to practice what you learned.
3. In the other groups, make pairs or a small group to work on your assignment for this class.

If students do not form groups, move around the room matching up students until everyone has either settled to work alone or with a group or partner.

Call students’ attention. Say, “Let’s come together again. Show me how well your study plan worked.” Have several groups or pairs of students ask and answer questions about the rooms in a house.

Ask what students think about the strategy Plan to Learn. Were they in a quiet or busy group? Could they study well? Did they work alone or with a friend? Did the activity become easier working with a friend or in a group?

## ***Activity – Things in a House***

Give students the Activity Sheet, which is similar to “Rooms in a House” used in the previous activity, but with objects in the room. Ask them to write the name of each room in the blank space next to it. They can write the names of the objects or draw things in the room itself. Tell students to compare with a partner’s sheet. Ask students to tell their partner about three things in their drawing, using the words they have learned so far. For example:

The bed is upstairs in the bedroom.

The table is in the kitchen.

The sofa is in the living room across from the television.

The bathroom is next to the bedroom.

## ***Listening Quiz***

Give each student a paper copy of the listening quiz. Play each question’s video and pause for students to answer. Ask students to choose the correct answer.

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

1. Anna says, “My friend Marsha is at her friend’s house.”
2. Marsha says, “Anna, where are you?”
3. Anna says, “I am in the bathroom.”
4. Anna tells her, “I am in the kitchen.”
5. Marsha says, “I am in the bedroom.”
6. Anna says, “Let’s go upstairs.”

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

## ***Writing***

Help students prepare to write by discussing activities in places in a home where the students live. Give an example of connecting the activities in one room, such as: “I make dinner in the kitchen and then we eat it. After that, my husband washes the dishes.” Write some of the words students might need on the board for students to use in their written work.

Write the writing topic on the board:

Choose one room in your house. Write about three things you can do in the room.

### **Conversation**

**Anna:** Hello, everyone! Today my friend Marsha is at her friend's house.  
She says it is beautiful. I want to see this house! Here we are!

**Anna:** Marsha, I am in the kitchen!  
It is a beautiful kitchen!

**Marsha:** It is beautiful.  
We cook in the kitchen.

**Anna:** I eat in the kitchen.

**Marsha:** We relax in the living room.

**Anna:** I relax in the living room.  
Marsha, let's go upstairs!

**Marsha:** Anna? Where are you?

**Anna:** Marsha, I am in the bathroom!  
I wash in the bathroom.

**Marsha:** I am in the bedroom.  
We sleep in the bedroom.

**Anna:** I sleep in the bedroom!

## ***Key Words***

**bathroom** - *n.* a room with a sink and toilet and usually a bathtub or shower

**beautiful** - *adj.* very good or pleasing; having beauty

**bedroom** - *n.* a room used for sleeping

**eat** - *v.* to take food into your mouth and swallow it

**house** - *n.* a building in which a family lives

**kitchen** - *n.* a room in which food is cooked

**living room** - *n.* a room in a house for general family use

**relax** - *v.* to spend time resting or doing something enjoyable

**sleep** - *v.* to rest your mind and body by closing your eyes

**upstairs** - *adv.* on or to a higher floor of a building

**wash** - *v.* to clean (something) with water and usually soap

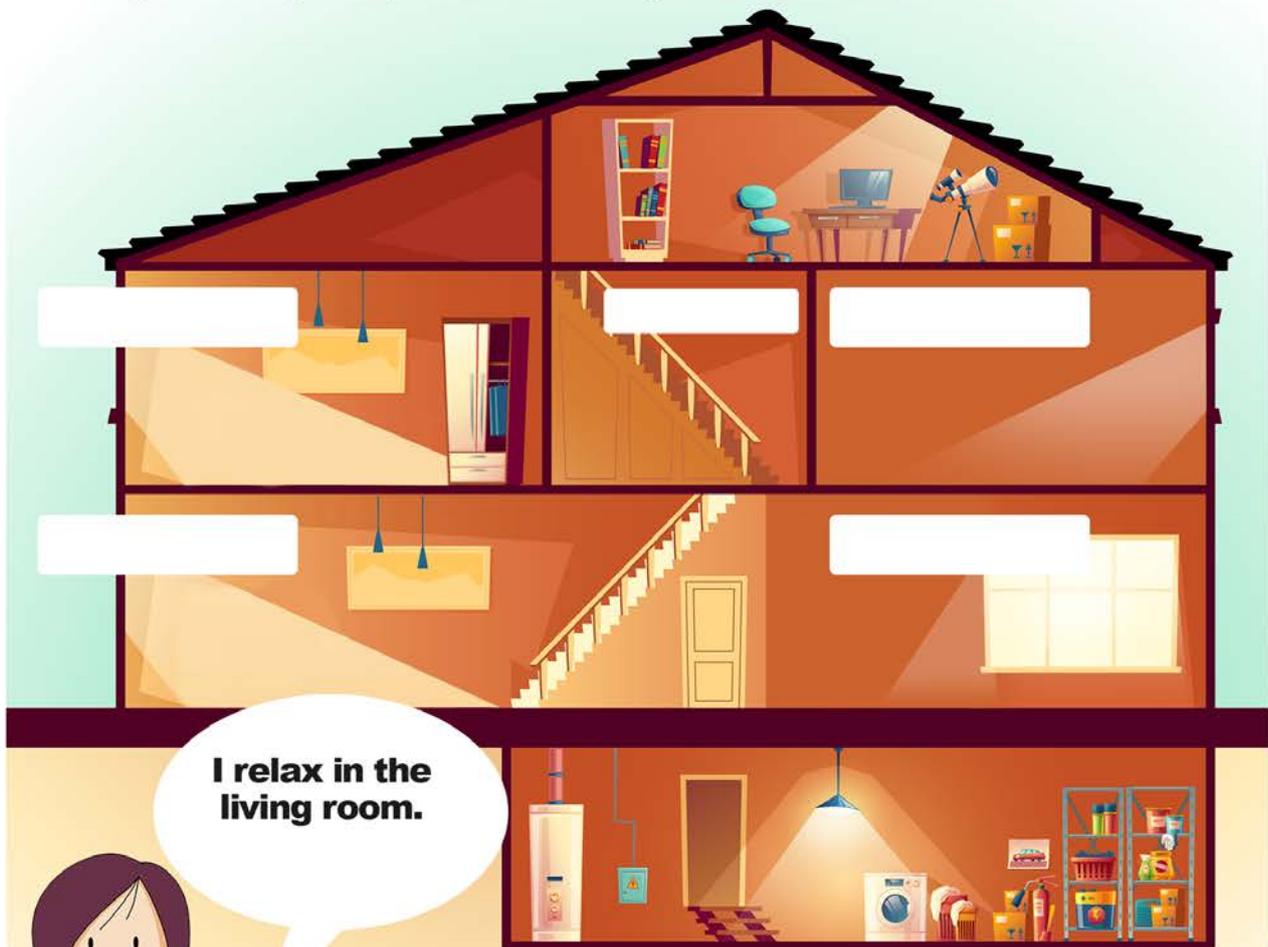


**Rooms in a House**

**Step 1: Write the name of each room.**

**Step 2: Choose an activity: eat / sleep / relax / wash**

**Step 3: Tell your partner what you do in each room**



**I relax in the living room.**



- Living room**
- Kitchen**
- Bathroom**
- Bedroom**

## Quiz - Level 1, Lesson 5 - Where Are You?

Listen. Circle the letter of the correct answer.

1. Where is Marsha today?

- a. Marsha is at the front of the house.
- b. Marsha is at her house.
- c. Marsha is wearing a blouse.
- d. Marsha is at her friend's house.

4. What does Anna tell Marsha?

- a. I like chicken.
- b. What is in the kitchen?
- c. I am in the kitchen.

2. What does Marsha say?

- a. Andy wears shoes.
- b. Anna, what are you doing?
- c. Anna, where are you?
- d. Anna, this can't be true.

5. Where is Marsha?

- a. She is in the bathroom.
- b. She is in the bedroom.
- c. She is in the ballroom.
- d. She is in the kitchen.

3. Where is Anna?

- a. She is in the ballroom.
- b. She is in the bathroom.
- c. She is in the restroom.
- d. She is in the bedroom.

6. What does Anna say?

- a. Let's go upstairs.
- b. Let's sit on the chairs.
- c. Come upstairs.
- d. I am on the stairs.



With music



In a quiet place



In a busy place



With music



In a quiet place



In a busy place



With music



In a quiet place



In a busy place

Cut out the images above. Place one of each into the three locations around the classroom which are associated with studying alone, with a friend, or in a group.

Draw the objects or write their names in the rooms.  
Write the name of each room.  
Tell your partner where the objects are!



The stairs are in the living room.



- Living room
- Kitchen
- Bathroom
- Bedroom
- Upstairs





**LEVEL 1**  
**LESSON 6**  
**WHERE IS THE GYM?**

<b>Topics</b> Informal greetings Asking questions about a location Clarifying information about a location Naming places Rooms and services in an apartment	<b>Prepare Before Class</b> A pen or any other small object
<b>Learning Strategy</b> Ask Questions to Clarify	<b>Goals</b> Grammar: Prepositions: next to, behind, across from Pronunciation: Informal greetings Speaking: Asking about locations

**Day 1**

***Introduce the Lesson Topic***

Explain to students that when we learn new information, we can't always understand it all. Sometimes, we can only understand or remember a small part. When this happens, we can ask a question to get more information.

Tell students that in this lesson, they are going to learn how to ask questions and how to talk about where things are.

***Present the Conversation***

Tell students that the video will show Anna learning about her new apartment building. She meets her neighbor, Pete, and asks him the way to the gym. She finds every other place in the building before she finds the gym.

Play the video or ask two students to read the conversation.

If reading the conversation in class, have students practice the phrases in the box below after listening to the conversation

## Main Video Script – Lesson 6

### 1. Listen:

Where is the gym?

The gym is across from the lounge.

Speak:

The gym is \_\_\_\_\_ the lounge.

### 2. Listen:

The mail room is next to what?

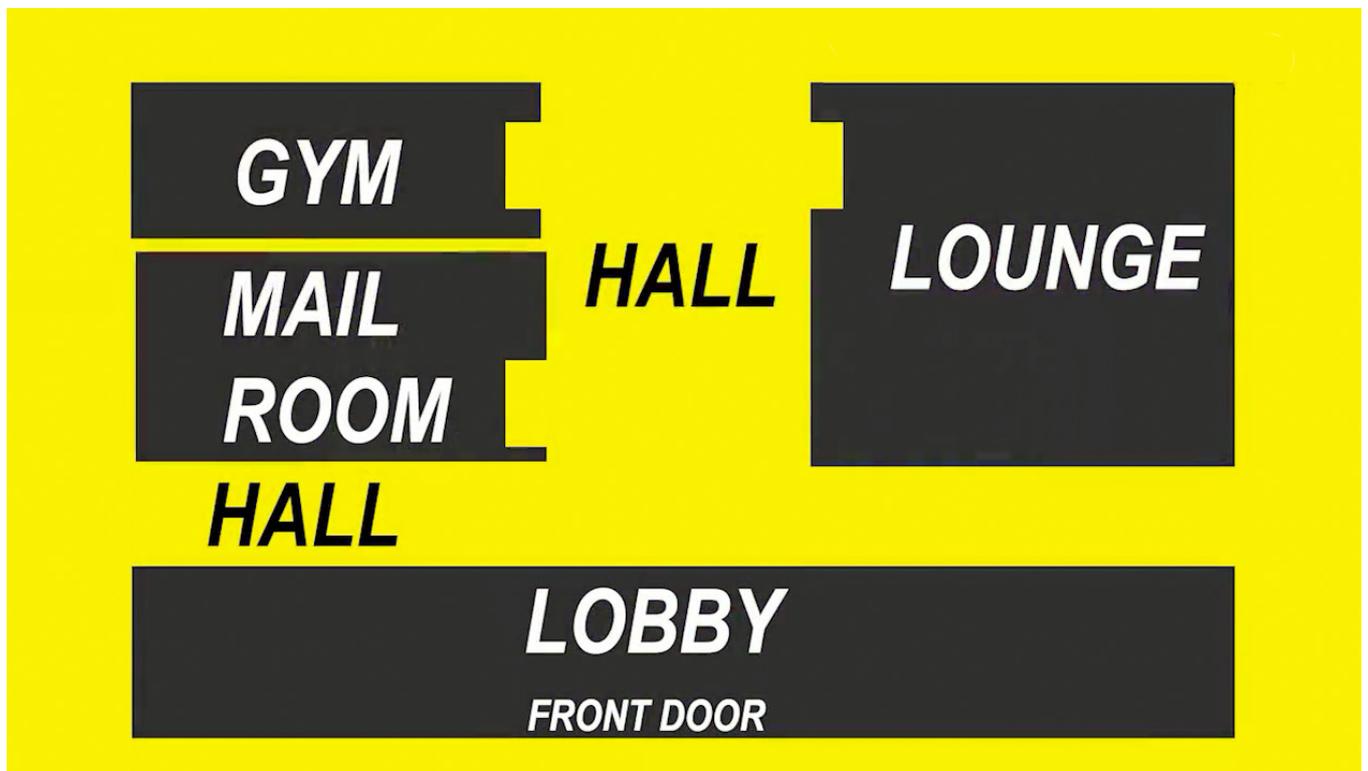
Speak:

The mail room is next to what?

Answer:

The mail room is next to the gym.

Show students the image that has the rooms in Anna's apartment building. The Speaking Practice video shows how to use three prepositions to describe locations.



## Day 2

### Speaking Practice

Play the Speaking Practice video. After the key words, the video teaches these prepositions: *across from*, *next to*, and *behind*. Ask students to try using these prepositions.

Tell students that they are going to practice talking about where things are, just like in the video. Write the prepositions *across from*, *next to* and *behind* on the board or show the images from the Resource section of this lesson.

## Speaking Practice Script – Lesson 6

### 1. ACROSS FROM

Listen:

Where is the gym?

The gym is across from the lounge.

Speak:

Now you try it. Where \_\_\_\_ gym? (is the)

The gym is \_\_\_\_\_ the lounge.  
(across from)

### 3. NEXT TO

Now ask about the mail room.

\_\_\_\_\_ the mail room? (Where is)

It's \_\_\_\_\_ the gym. (Next to)

### 2. NEXT TO

Listen:

Where is the gym?

It's next to the mailroom.

Speak:

Where is the gym?

It's next to the mailroom.

### 4. BEHIND

Listen:

Where is the gym?

The gym is across from the lounge.

It is behind the lobby.

Speak:

Now you try it.

The gym \_\_\_\_\_ the lobby. (is behind)

Tell students, "Now, we are going to practice some more." Go stand next to an object, such as a chair. Teach each of the prepositions by moving to a different place.

Stand next to the chair, and say "I am next to the chair." Stand behind the chair, and say "I am behind the chair."

Point at two students who sit across from each other, and say, "(Student's name) is across from (Student's name)."

Then, write these sentences (including the blank spaces) on the board:

Where is the \_\_\_\_\_?

The \_\_\_\_\_ is ... where?

Explain that the class will use these questions later to play a game.

## Pronunciation Practice

The Pronunciation Practice video teaches informal greetings and asking questions to clarify.

### Pronunciation Practice Video Script - Lesson 6

#### 1. Informal Greetings

When friends greet each other, they may do it this way:

How's it going?

It's going great; how's it going with you?

In fast speech, it sounds like this:

Listen:

How's it going?

It's going great; how's it going with you?

Now you try it.

Speak:

How is \_\_\_\_\_? (it going)

It's \_\_\_\_\_ great! (going)

How is it going \_\_\_\_\_? (with you)

2. When we are not sure about something, we can ask a question to clarify information. You can start with a statement and add a question word for the thing you want to clarify. Pause after the statement, and make your voice go up with the question word.

Listen:

The gym is across from ... \_\_\_\_\_ (what?)

Now, ask about the gym.

Speak:

The gym is behind \_\_\_\_\_? (what)

### Day 3

## Learning Strategy

Explain that Anna asks Pete to clarify, or make his directions clear, when she asks, "The gym is across from what?" Say, "Let's practice asking this kind of question."

Ask a student to stand and close their eyes. Take out a pen. Tell the student that you will hide the pen somewhere in the classroom. Return to the center of the classroom and ask the student to open their eyes. Tell the student to find the pen by using the question "Where is the pen?" and then to make sure, "The pen is next to *what*?"

Then ask the other students in the class to tell their classmate where the pen is, using the prepositions *across from*, *next to* or *behind*. For example:

Student: Where is the pen?

Classmates: The pen is next to the desk.

Student: The pen is next to *what*?

When the student finds the pen, let students know they will practice this in the next activity.

## ***Giving Directions Pair Practice***

Tell students to work in pairs. Give the Activity Sheet labeled “Student A” to one student in each pair. Then give the sheet labeled “Student B” to the other student in each pair. Tell the students who have “Student A” worksheets to hide their paper from their partner. Tell the students who have “Student B” worksheets to hide their paper from their partner.

Ask one pair of students to model steps 1, 2 and 3 as shown below.

1. Hide your paper from your partner. Ask your partner where something is in the apartment building.
2. Listen to your partner’s answer. Write the name of the room in the correct space. Then let your partner ask you a question. Read the correct answer below to your partner.
3. Ask your partner about other rooms in the building: lounge, mailroom, gym, lobby.

After the first pair of students has practiced the questions and answers, ask the entire class to complete their Activity Sheets (A or B) in the same way. When students have completed the worksheet, tell several pairs of students to ask and answer questions about common rooms in an apartment. Remind them to ask questions to clarify what their partner is saying.

## **Day 4**

### ***Listening Quiz***

Give each student a paper copy of the listening quiz. Play each question’s video and pause for students to answer. Ask students to choose the correct answer. If not using the video, read the sentences below aloud.

1. Anna says, “Where is the gym?”
2. Pete says, “The gym is across from the lounge.”
3. Pete says, “It’s next to the mailroom.”
4. Anna says, “The gym is across from.... what?”
5. Anna says, “Across from the lounge.”
6. Pete says, “It is behind the lobby.”

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

## ***Writing***

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.

Discuss the writing topic and write the topic on the board:

What are some of the rooms in your school? Tell what you do in the rooms.

Give students one or two examples of rooms in the school. For example: We read in the library. We eat in the lunchroom.

### Conversation

Anna: Hi there! I'm Anna and I live in Washington, D.C. Every day I learn more about this great city. People in Washington like to work out! Oh, hi, Pete. How's it going?

Pete: Hi, Anna. It's going great. How's it going with you?

Anna: Things are awesome! Pete, I want to work out. Where is the gym?

Pete: The gym is across from the lounge. It's next to the mailroom. Go that way.

Anna: Thanks, Pete!

*(Anna walks away)*

Pete: No, Anna! Not that way! Go that way! (He motions to his left; Anna walks to his right)

*(In the mailroom)*

Anna: Oh, Pete. This is not the gym.

Pete: That's right, Anna. This is the mailroom.

Anna: The gym is across from ... what?

Pete: The gym is across from the lounge.

Anna: Across from the lounge. Right. Thanks!

*(In the lounge)*

Anna: Pete! This is not the gym!

Pete: The gym is across from the lounge. It is behind the lobby.

Anna: Right. Right. See you.

Pete: See you, Anna!

Anna: See you.

Pete: See you, Anna.

*(In the garage)*

Anna: This is not the gym. This is a parking garage.

Anna: Hello? Pete?

*(On the rooftop)*

Anna: This is not a gym. This is a rooftop.

*(In the gym)*

Anna: Pete! Pete?

Pete: I want to work out too! Join me!

Anna: I'm good.

## Key Words

**across from** – *prep.* on the opposite side from (someone or something)

**behind** – *prep.* in or to a place at the back of or to the rear of (someone or something)

**elevator** – *n.* a machine used for carrying people and things to different levels in a building

**every** – *adj.* used to describe how often some repeated activity or event happens or is done

**gym** – *n.* a room or building that has equipment for sports activities or exercise

**lobby** – *n.* a large open area inside and near the entrance of a public building (such as a hotel or theater)

**lounge** – *n.* a room with comfortable furniture for relaxing

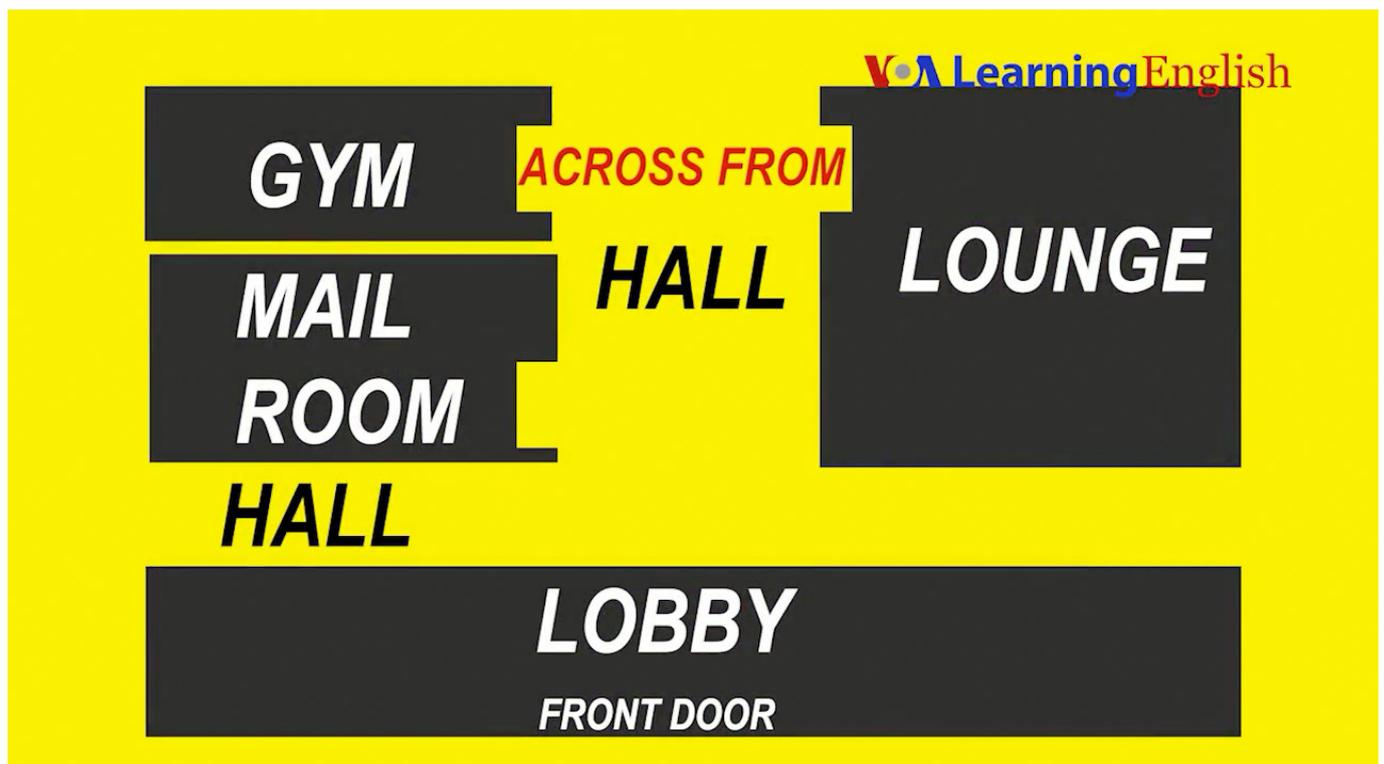
**mailroom** – *n.* a room in which mail is processed and sorted

**next to** – *prep.* at the side of (someone or something)

**parking garage** – *n.* a building in which people usually pay to park their cars, trucks, etc.

**rooftop** – *n.* the cover or top of a building or vehicle

**work out** – *phrasal verb.* to perform athletic exercises in order to improve your health or physical fitness



**GYM**

**NEXT TO**

**MAIL**

**ROOM**

**HALL**

**HALL**

**LOUNGE**

**LOBBY**

**FRONT DOOR**

**GYM**

**MAIL**

**ROOM**

**HALL**



**BEHIND**

**LOUNGE**

**LOBBY**

**FRONT DOOR**

## Quiz - Level 1, Lesson 6 - Where Is the Gym?

Listen. Circle the letter of the correct answer.

1. What does Anna say to Pete?

- a. Where is the gym?
- b. Where is Tim?
- c. What are you wearing?
- d. Where is the lobby?

4. What does Anna ask Pete?

- a. The gym is across from ... what?
- b. The gym is near to .... what?
- c. Tim lives across from ... what?
- d. You are the boss? What?

2. What does Pete say to Anna?

- a. The gym is across from the lounge.
- b. Tim lives across from the lounge.
- c. The gym is near to the lounge.
- d. The gym is behind the lounge.

5. What does she say?

- a. Across from the lounge.
- b. Walk across the lounge.
- c. A crosswalk is near the lounge.
- d. Where are you now?

3. Where is the gym?

- a. It's next to the mailroom.
- b. It's across from the mailroom.
- c. It's behind the mailroom.
- d. It's near the mailroom.

6. What does Pete say?

- a. It is behind the lobby.
- b. Have you seen Robbie?
- c. It is across from the lobby.
- d. I live near the lobby.

STUDENT A

STEP 1

Hide your paper from your partner.  
Ask your partner where something is in the apartment building.

STEP 2

Listen to your partner's answer. Write the name of the room in the correct space.  
Then let your partner ask you a question. Read the correct answer below to your partner.

STEP 3

Ask your partner about the other rooms in the building:



Answers for your partner

The mailroom is behind the lobby.

The gym is next to the mailroom.

The lobby is across from the lounge.

Where is the lobby?  
The lobby is next to you.

Answers for your partner

	MAIL ROOM	GYM
PARKING GARAGE	LOBBY	LOUNGE



STUDENT B

STEP 1

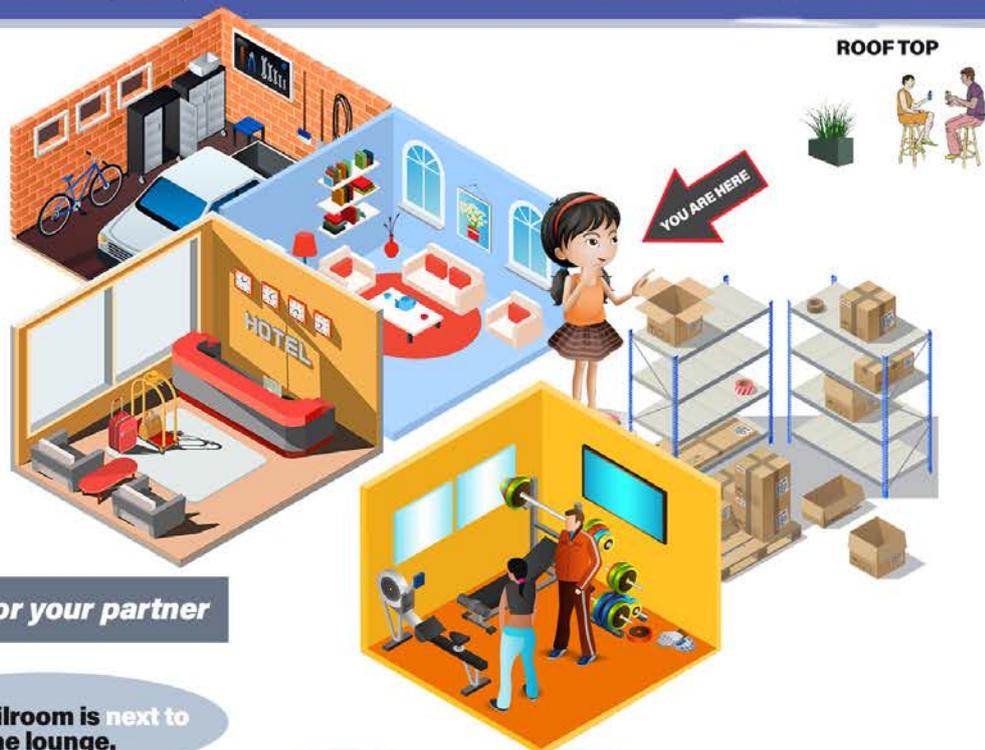
Hide your paper from your partner.  
Ask your partner where something is in the apartment building.

STEP 2

Listen to your partner's answer. Write the name of the room in the correct space.  
Then let your partner ask you a question. Read the correct answer below to your partner.

STEP 3

Ask your partner about the other rooms in the building:



Answers for your partner

The mailroom is next to the lounge.

The gym is across from the lobby.

The lounge is behind the lobby.

Where is the lounge?

The lounge is next to you.

Answers for your partner

PARKING GARAGE	LOUNGE	MAIL ROOM
	LOBBY	GYM



**LEVEL 1**  
**LESSON 7**  
**WHAT ARE YOU DOING?**

<b>Topics</b> Everyday activities Checking understanding	<b>Prepare Before Class</b> A pen (or any other small object)
<b>Learning Strategy</b> Ask questions to clarify	<b>Goals</b> Grammar: Present continuous tense; Questions for clarification Pronunciation: Shortened form of Present Continuous verbs; shorter form of the question phrase, "What are you doing?" Speaking: Asking questions to clarify.

**Day 1**

***Introduce the Lesson Topic***

In this lesson, students learn how to ask questions to learn more about what people are doing.

Say, "Today we will learn about the present continuous tense, which is used to talk about something happening now."

Give an example: "I am teaching English." Make gestures like writing on the board.

Ask one student, "What are you doing? Are you learning French?" Help the student say "I am not learning French."

Write the sentences on the board, and underline the 'ing' attached to each verb.

What are you doing?                      I am teaching                      I am not learning French

Explain that the present continuous tense can show what someone is doing or not doing.

## Learning Strategy

In Lesson 6 students learned to ask for more information about places. In Lesson 7, students learn to ask questions about the things people are doing.

### Present the Conversation

Tell students that the video will show Anna asking about what her coworkers are doing. Play the video or have five students read the script for the video at the end of this lesson. Have students repeat the example questions shown in the video or the box below.

#### Main Video Script – Lesson 7

##### 1. Listen:

What are you doing? I am writing.

##### Speak:

What are you \_\_\_\_\_ ? (doing) I am \_\_\_\_\_ .

(writing) Listen:

Are you recording?

Are you reading the news?

##### 2. Listen:

Are you recording?

Are you reading the news? Speak:

Are you \_\_\_\_\_ ? (recording)

Are you \_\_\_\_\_ the news? (reading)

## Speaking Practice

Have students watch the Speaking Practice video and say the new words for this lesson or repeat them after you. After the key words, the video teaches how to ask questions about everyday activities in the present continuous tense.

#### Speaking Practice Script – Lesson 7

##### 1. BE + verb + ing

##### Listen:

What are you doing? I am writing.

Now you try it.

\_\_\_\_\_ doing? (what are you)

What are you doing?

Answer with working.

I \_\_\_\_\_. (am working)

##### 2. Clarification questions: BE + verb + ing

##### Listen:

Are you writing? Yes, I am writing.

Now it's your turn. Are you recording?

Answer: Yes, I \_\_\_\_\_. (am recording.)

Clarification questions:

BE + verb + ing + object

Are you reading the news?

Yes, I am reading the news.

Are you doing your show?

Answer: Yes, \_\_\_\_\_ my show.

(I am doing)

If you do not use the video, write the question forms on the board and show how the word order changes from a statement (You are working) to a question (Are you working?).

### ***Activity Sheet – Practice Present Continuous***

Hand out the Activity Sheet and ask students to form pairs. Tell the class: “First write the missing letters. After you complete the worksheet, take turns. Pick a verb, then use your body to act out the verb. Your partner will guess the verb by asking, Are you \_\_\_-ing? Think of other questions to ask: Where are you walking? How fast are you walking? Why are you walking?”

Have one pair of students do the activity to show the class how to ask many questions.

To check the activity, have several pairs of students stand up and ask and answer questions about the activities. Then tell them to ask questions to get more information about what their classmates are doing. (when, where, how, etc)

### ***Jobs Around Us***

Explain that in the video for this lesson, Anna see her co-workers doing their jobs. Ask students to look at the script and see if they can tell what jobs Anna’s co-workers are doing. For example, Anne is writing. Is she a writer? Jonathan reports the news. He is a reporter.

Ask students to look around them at school and at home and talk about what people are doing at their jobs. For example, “The teacher is teaching. S/he is a teacher.”

Show pictures of people in various jobs around your school or town, such as a shop keeper, a person who is building, a person who is gardening, and so on. Have students write sentences about what each person is doing.

As a homework assignment, ask students to talk with family members or friends and ask them to tell about the jobs they have done in the past or the job they would like to have in the future. Compile a list of the jobs and teach students how to say several of the most common ones in English.

### ***Pronunciation Practice***

The Pronunciation Practice video teaches the reduced form of the present continuous tense, or writin’ instead of writing. The video then teaches how the words “What are..” are shortened as “What’re.”

## Pronunciation Practice Video Script - Lesson 7

1. In the present continuous tense, verbs end in “ing”.

In careful speech Americans pronounce the “g” at the end of the verb.

However in fast speech, many Americans do not pronounce the “g” at the end of the verb.

The result sounds like this:

writin' doin' readin'

Here is an example.

Careful speech: I'm reading a book

Fast speech: I'm readin' a book.

Now you try it. Make “I am” shorter, too.

Listen:

I am recording my show. Speak:

\_\_\_\_\_' \_\_\_\_\_' my show (I'm recordin')

2. Another way Americans shorten words is to put them together.

“What” and “are” often sound like “what're”

Now you try it.

Listen:

What're you doin'?

Speak:

\_\_\_\_\_ ' \_\_\_\_ you doin'? (What're)

Ask students to take out their Activity Sheets for this lesson, or show a list of the verbs that students learned in the activity. Have students make pairs and practice asking and answering questions with the informal pronunciation of the present continuous and the short form of the greeting, “What're you doing?”

Example:

Student A: What're you doin'?

Student B: I'm readin'.

Student A: What're you readin'?

Student B: I'm readin' a book.

### Day 4

#### *Listening Quiz*

Give each student a paper copy of the listening quiz. Play each question's video and pause for students to answer. Ask students to choose the correct answer.

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

1. Caty says “What are you doing?”
2. Amelia says “I am reading for my show.”
3. Amelia says “I am reading.”
4. Anna asks “Are you recording?”

5. Jonathan says “I am doing my show.”
6. Anna asks “What are you doing?”

Collect the papers or have students trade papers and check the answers together.

### *Writing*

Discuss some activities students like to do after school, such as playing football, cricket, or basketball, visiting shops, talking with friends, reading, and listening to music. Write some of the verbs on the board for students to copy for use in their written work.

Give the writing assignment in class or as homework. Remind students to use the present continuous tense. Write the writing topic on the board:

What are you doing now? What are your friends doing?

Here is an example: “I am reading and my friends are listening to music.”

### Conversation

- Caty: Come in.
- Caty: Well, Anna, welcome. Anna: Thank you.
- Caty: I am your boss, Caty Weaver. But, please call me Caty.
- Anna: Thank you, Ms. Weaver.
- Caty: Just Caty.
- Anna: Sure thing, Ms. Weaver. Caty: Okay then. Are you excited?
- Anna: Yes, I am excited!
- Caty: So sorry, but I am busy. Please meet your co-workers. But remember, they are busy working.
- Anna: Sure. Thanks, Ms. Weaver. Anna: Hi there! I'm Anna.
- Anne: Hi, Anna. I'm Anne.
- Anna: Nice to meet you. What are you doing?
- Anne: Um, I'm writing.
- Anna: You are writing! You are writing a lot!
- Anna: Oh! Oh dear.
- Anne: No! No! That's okay. Anna: I am sorry!
- Anne: That's okay. Really. Anna: I am sorry!
- Anne: Please. Please. Please stop. Please. Anna: Sorry. Sorry.
- Jonathan: "and people all around the world are waiting to hear news about the next president..."
- Anna: Jonathan, hi! Remember me? I live in your building.
- Jonathan: Oh. Uh. Hi, Anna.
- Anna: What are you doing?
- Jonathan: I am doing my show!
- Anna: Oh, sorry. Are you recording?
- Jonathan: Yes! And, now I have to record again!
- Anna: Sorry. Have a good show.
- Jonathan: Thank you.
- Anna: Sorry.
- Amelia: The word of the day is social. Social -
- Anna: Oh! Hi!
- Amelia: - is an adjective.
- Anna: Hi! I'm Anna!
- Amelia: Hi. I'm Amelia.
- Anna: Nice to meet you!
- Anna: What are you doing?
- Amelia: I'm reading.
- Anna: Are you reading the news? Hi!
- Amelia: No, I'm reading for my show. (to camera person) Can I read again?

Anna: Sorry.  
Anna: This day is not going well.  
Caty: Anna! Hi! What're you doing?  
Anna: I am bothering people, Ms. Weaver.  
Caty: Let's go to my office and talk.  
Anna: I like to talk with you, Ms. Weaver.  
Caty: It's Caty.  
Anna: Right. Thanks.... Ms. Weaver.

## Key Words

**boss** – *n.* the person whose job is to tell other workers what to do

**bother** – *v.* to annoy someone or to cause someone to feel annoyed

**busy** – *adj.* actively doing something

**excited** – *adj.* very enthusiastic and eager about something

**nervous** – *adj.* having or showing feelings of being worried and afraid about what might happen

**news** – *n.* information that is reported in a newspaper, magazine, or a television news program

**office** – *n.* a building or room in which people work at desks doing business or professional activities

**read** – *v.* to look at and understand the meaning of letters, words, symbols, etc.

**record** – *v.* to store (something, such as sounds, music, images, etc.) on tape or on a disk so that it can be heard or seen later

**show** – *n.* a television or radio program

**work** – *v.* to do things as part of your job

**write** – *v.* to create (a book, poem, story, etc.) by writing words on paper or on a computer

## Quiz - Level 1, Lesson 7 - What are you doing?

Listen. Circle the letter of the correct answer.

1. What does Caty say?

- a. Where are you going?
- b. Who are you?
- c. What are you doing?
- d. What do you want?

4. What does Anna ask?

- a. Are you reading?
- b. Are you roaring?
- c. Are you recording?

2. What is Amelia doing?

- a. She doesn't know.
- b. She is reading.
- c. She's pleading to save her show.
- d. She is reading for her show.

5. What is he doing?

- a. He is doing his shopping.
- b. He is reading.
- c. He is doing his show.
- d. He is writing.

3. What does Amelia say?

- a. She is recording.
- b. She is reading.
- c. She is bleeding.
- d. She is feeding.

6. What does Anna ask?

- a. Water? Are you drinking?
- b. What are you doing?
- c. Are you recording?

Write the present continuous form of the verbs in the space below.



write



swim



dance



drive



cook



run



sing



read

1  <b>swimming</b>	5  <b>c o n</b>
2  <b>wr t g</b>	6  <b>nc ng</b>
3  <b>adi g</b>	7  <b>dr i g</b>
4  <b>u ing</b>	8  <b>ngi</b>

STEP 1 - Now hide your paper from your partner.

STEP 2 - Choose one of the verbs.

STEP 3 - Use your body to pretend you are doing the action of the verb.

STEP 4 - Ask your partner to guess what you are doing.

STEP 5 - When your partner guesses the correct action, let them try pretending.

STEP 6 - Then you guess what they are doing.

What am I doing?

You are swimming.  
What am I doing?

You are singing.



**LEVEL 1**  
**LESSON 8**  
**WHAT ARE YOU DOING?**

<b>Topics</b> Times of day: morning, evening, afternoon	<b>Prepare Before Class</b> Times of day images
<b>Learning Strategy</b> Use what you know	<b>Goals</b>  Grammar: BE - short answers; simple present tense to describe routine activities Speaking: Times of day; regular activities Pronunciation: Hesitation noise “um;” apologizing with stress or intonation

**Day 1**

***Introduce the Lesson Topic***

Say, “Today we will learn about times of the day. By the end of the lesson, you will be able to ask and answer questions about regular activities.”

Draw on the board or show on screen three images representing morning, afternoon, and evening.



Ask students to name the times. Write the English name under each image: morning, afternoon, and evening.

Ask students if they know how to say the time before lunchtime (a.m.). Then ask about the time after lunchtime, or p.m. Ask, “What time does our class begin? What time does our class end?”

## ***Learning Strategy***

Tell students that in today's lesson, they will learn to use what they know. They will use what they know to talk about things they do every day.

Give an example, "When I learn about time in English, I can use what I know about time in my own language. We also talk about morning, afternoon, and evening. We know that a.m. is in the morning and p.m. is in the afternoon and evening. We know numbers, too. We can use what we know to make learning the words in English easier."

## ***Present the Conversation***

Tell students that the video will show three people saying what they do at the same time every day. Play the video or ask some students to read the conversation.

### Main Video Script – Lesson 8

1. Listen:

Are you busy?

Yes, I am busy.

Speak:

\_\_\_ \_\_\_ busy? (Are you)

Yes, \_\_\_'\_\_\_. (I'm busy)

2 .Listen:

I am sorry.

It's okay.

Speak:

\_\_\_ \_\_\_ sorry. (I am)

\_\_\_'\_\_\_. (it's okay)

## Day 2

## ***Speaking Practice***

Have students listen to the Speaking Practice video and say the new words for this lesson or repeat them after you. After the key words, the video teaches about the times of day.

### Speaking Practice Script – Lesson 8

1. Today, yesterday

Listen: Today is a new day.

Let's not talk about yesterday.

Speak: \_\_\_ is a new day. (today)

Let's not talk about \_\_\_\_\_. (yesterday)

2. Morning, afternoon, evening

Listen: Every day I do my morning show.

Come by this afternoon.

I am recording my evening show.

Speak: Every day I do my \_\_\_\_\_ show. (morning)

Come by this \_\_\_\_\_. (afternoon)

I am recording my \_\_\_\_\_ show, (evening)

## Activity – Times of My Day

Give students the Activity Sheet and ask them to work in pairs. Say, “Remember to use what you know about your day, and the times you are busy, to practice English.”

Say, “To do that, stop and think. Ask yourself: What am I doing in the morning tomorrow? What am I doing in the afternoon? What am I doing in the evening? Say to yourself, ‘I am studying,’ or ‘I am working.’ Then turn to your partner and answer the question in English.”

You can use a short answer first, ‘Yes, I am busy.’ or ‘No, I am not busy.’

Once students have completed the worksheet, ask several students to show how they ask and answer questions about times and activities.

## Pronunciation Practice

The Pronunciation Practice video teaches the hesitation noise, “Um.” The video also teaches how to offer and accept an apology.

### Day 3

#### Pronunciation Practice Video Script - Lesson 8

##### 1. Hesitation noises

When Americans want more time to think about what they are saying, they often use a hesitation noise, like “uh” or “um.”

Listen to Jonathan when he is talking to Anna. He does not want Anna to see what he is doing in the studio.

Anna: May I see the studio?

Jonathan: Um, maybe another time, right now I am busy.

Now you try it. Use “um” to make more time to answer a question.

What is 1,012 and 536?

Speak:

\_\_\_\_, it's one thousand five hundred and forty-eight. (Um)

##### 2. Apologizing

Americans often say they are sorry for bothering someone. Listen to Anna apologize. Notice her voice the second time she says she is sorry. Amelia accepts Anna's apology by saying, “It's okay.”

Anna: I want to say I'm sorry for yesterday.

Amelia: It's okay, Anna.

Anna: Well, I am sorry.

Amelia: It's okay, Anna. Come by this afternoon.

Now you try it. Make your voice louder for “am.”

I am \_\_\_\_\_. (sorry)

It's \_\_\_\_\_. (okay)

## ***Practice Making Apologies***

Have students think about reasons they might apologize to a friend. For example, being late for a meeting, forgetting a birthday, bumping into them. Write a list on the board.

Have students form pairs. Ask a pair to help demonstrate in front of the class. Ask one of the students to choose a reason and make an apology: "I'm sorry for being late." Ask the other to say, "It's okay."

Have the rest of the class continue with the other reasons. Tell the students to take turns, one member of the pair apologizing and the other accepting the apology.

## **Day 4**

### ***Listening Quiz***

Give each student a paper copy of the listening quiz. Play each question's video and pause for students to answer. Ask students to choose the correct answer. If not using the video, read the sentences below aloud.

1. Anna says "Yes, Ms. Weaver. I am busy."
2. Amelia says "I'm a little busy."
3. Jonathan says "I am busy. When the studio light is on, I am recording my evening show."
4. Anne says "Yes. At 10 a.m., I am writing."
5. Anna says "May I see the studio?"

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

### ***Writing***

Discuss the vocabulary 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 do you do every morning?

Here is an example: "I wake up and wash every morning. At 7:00, I am cooking breakfast for my sister, and then I go to school."

### Conversation

- Anna: Hello, everyone. Here I am at my new job! Yesterday at my first day of work ... Well, let's not talk about yesterday. Today is a new day! Today I want to apologize to my co-workers.
- Anna: Hi, Anne. Are you busy?
- Anne: Hi, Anna. Yes. At 10 a.m. I am writing. Every day I do my morning show. Sorry!
- Anna: Okay. See you later, maybe.
- Anne: Maybe I'll see you later.
- Anna: Hi, Jonathan. Are you busy?
- Jonathan: Yes, I'm busy. When the studio light is on, I am recording my evening show.
- Anna: Right. Sorry about yesterday.
- Jonathan: No worries.
- Anna: May I see the studio?
- Jonathan: Um, maybe another time? Right now I am busy.
- Anna: Sure. Okay, 'bye.
- Jonathan: 'Bye.
- Anna: Hi, Amelia! Are you busy?
- Amelia: I'm a little busy.
- Anna: I want to say I'm sorry for yesterday.
- Amelia: It's okay, Anna.
- Anna: Well, I am sorry.
- Amelia: It's okay, Anna. Come by this afternoon.
- Anna: Okay.
- Caty: Anna.
- Anna: Yes, Ms. Weaver.
- Caty: Are you busy?
- Anna: Yes, Ms. Weaver. I am busy.
- Caty: My office. 5:00 p.m.
- Anna: 5:00 p.m.
- Caty: Come in.
- Coworkers: Surprise!
- Anna: A party! Awesome! And I still have my job! Phew!\* Until next time!

\* *Phew!* is a sound used to show that you are relieved, tired or hot.

## Key Words

**afternoon** - *n.* the middle part of the day : the part of the day between noon and evening

**apologize** - *v.* to express regret for doing or saying something wrong : to give or make an apology

**evening** - *n.* the last part of the day and early part of the night

**job** - *n.* the work that a person does regularly in order to earn money

**later** - *adj.* happening near the end of a process, activity, series, life, etc.

**light** - *n.* a source of light (such as an electric lamp)

**maybe** - *adv.* possibly but not certainly

**morning** - *n.* the early part of the day : the time of day from sunrise until noon

**now** - *adv.* at the present time

**studio** - *n.* the building or room where an artist works

**surprise** - *n.* an unexpected event, piece of information, etc.

**yesterday** - *n.* the day before today

## Times of Day



**Morning**



**Afternoon**



**Evening**

## Quiz - Level 1, Lesson 8 - Are You Busy?

Listen. Circle the letter of the correct answer.

1. What does Anna say?

- a. She says that she is busy.
- b. She says that she sees bees.
- c. She says that she is not busy.
- d. She says that she wants to meet at 5pm.

4. What does Anne do at 10 am?

- a. Anne talks about human rights.
- b. Anne writes at 10 am.
- c. Anne is recording at 10 am.
- d. Anne is running at 10 am.

2. What does Amelia say?

- a. Amelia says she is busy.
- b. Amelia says she is not busy.
- c. Amelia says she is a little busy.

5. What does Anna want to do?

- a. She wants to see the studio.
- b. She wants to record a show.
- c. She wants to listen to music.

3. What is Jonathan doing when he turns the studio light on?

- a. He is calling his friends.
- b. He is recording his show.
- c. He is watching a show.
- d. He is taking a nap.

Choose two of the listed verbs.  
Write the present continuous form of the verbs  
in two of the boxes next to your name.



Your Name	Tomorrow Morning	Tomorrow Afternoon	Tomorrow Evening

- Ask your partner about when they are busy.
- Listen to their answers.
- Ask your partner what they are doing when they are busy.
- Write your partner's answers in the space below.
- Find three more people and repeat this activity.



Your Name	Tomorrow Morning	Tomorrow Afternoon	Tomorrow Evening
Example	Studying	Working	Exercising

- Try and find one person who is free at the same time as you!





**LEVEL 1**  
**LESSON 9**  
**IS IT COLD?**

<b>Topics</b> Talk about weather Agree and disagree Use Fahrenheit or Celsius Short answers	<b>Prepare Before Class</b> Weather images for your area
<b>Learning Strategy</b> Look for Ways to Practice	<b>Goals</b> Grammar: Short answers Pronunciation: Reduced form of short affirmative answers (Yessitis) Speaking: Different intonations of 'oh'

**Day 1**

***Introduce the Lesson Topic***

Say, "Today, we will learn to talk about the weather. We will also learn to use short answers, and agree or disagree."

Ask students how often they talk about the weather in their native language.

Tell them that when learning English, students can use a common topic like the weather to practice talking with friends, classmates and other people they meet.

Ask students what words they already know in English to describe the weather. List the words they say on the board.

***Learning Strategy***

Tell students that in today's lesson, they will learn to look for ways to practice as they learn to talk about the weather.

Give an example, "When I am at the coffee shop, I often see people around me who look like they might speak English. If a person is not busy, I ask them, 'Excuse me, do you speak English?' If they say, 'Yes,' I continue."

Tell students, "One good topic is weather. I can ask, 'It is cold out?' or 'It is a warm day'

and begin a conversation. I can then practice speaking and improve my English skills. I always remember to thank the person for speaking with me in English.”

Remind students throughout this course to look for ways to practice.

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

Tell students that the video will show Anna talking on her phone about the weather. Play the video or ask a few students to read the conversation.

Tell students to respond when there are pauses in the video or have them repeat the sentences below after the conversation.

#### **Main Video Script – Lesson 9**

1. Listen:

Is it windy today?

Speak:

Is it \_\_\_ today? (windy)

Listen:

No, it is not windy today.

Speak:

No, it is \_\_\_\_\_ today. (not windy)

2. Listen:

Is it sunny today?

Speak:

\_\_\_ \_\_\_ sunny today? (Is it)

Listen:

Yes, it is sunny.

Speak:

Yes, it \_\_\_\_\_. (is sunny)

Review the language of the conversation by asking a student, “What is the weather in Washington, D.C.?” (Answer: It is snowy.)

Ask another student: “Is that right?” The other student should respond, “Yes, it is.” Tell students that this is agreeing. Continue: “If I say, ‘The weather in Washington is snowy, you can say, ‘No it isn’t.’ That is disagreeing.”

Ask, “What is the weather in Mexico City?” Help the student to answer, “It is warm and sunny.” Ask again, “Is that right?” and have a student agree or disagree.

In pairs, students should practice the video conversation together, one acting as Anna’s phone and the other acting as Anna.

## Speaking Practice

Have students listen to the Speaking Practice video and say the new words for this lesson or repeat them after you.

After the key words, the video teaches about rising and falling intonation with the word, “oh.”

### Speaking Practice Script – Lesson 9

1. Americans often make sounds, also called interjections, that have many different meanings. Interjections can convey different feelings depending on the intonation of the speaker’s voice. One example is “Oh.” In the video, you hear Anna say “Oh” twice.

3. The second time you hear Anna say “oh” is at the end of the video, when she says, Anna: Oh. I see. Mexico. In this case, “oh” means that Anna understands a statement, and she does not like it.

2. The first time she says “Oh” is at the beginning of the video.

Anna: Oh! Hi, everyone!

In this case, “oh” means that Anna is surprised by something. Notice her voice goes up when she says “oh!”

4. Here are two examples.

Listen:

Oh! Hello!

Now you try it. Make your voice go up.

\_\_\_\_! Hello! (Oh)

Listen:

Oh. The weather is bad today. Now make your voice go down.

\_\_\_\_. The weather is bad today. (Oh)

Write several sentences on the board with the interjection “Oh!”

Make some positive and some negative, and some unclear – so students will have the chance to sound either positive or negative about the sentence:

- Oh! I forgot to bring my book.
- Oh! I won the prize!
- Oh! I got a B on the test.
- Oh! She’s back!

## Activity

Hand out copies of the Activity Sheet. Show how to fix the letters to write the weather words. The first one is done. It is ‘warm.’

Instruct students to find a partner. Tell students that they are going to practice talking about the weather by pretending to be in one of the cities on the map.

Explain the instructions to them and be sure they understand that their partner must guess their city by asking questions.

Comment during the practice, “When you can talk about the weather in English, you can find ways to practice with many other people.”

Once all have finished have several pairs of students demonstrate.

## Day 3

### *Pronunciation Practice*

The Pronunciation Practice video teaches how Americans often answer yes/no questions quickly, with no break between the words. The video also teaches how to ask a yes/no question.

#### Pronunciation Practice Video Script - Lesson 9

##### 1. Pronouncing Yes/No Questions and Short Answers.

When Americans answer a yes/no question with “yes,” we sometimes say the answer with no break. The sounds blend together. Here is an example.

Listen:

Is it sunny today?

Speak:

Yes, it is sunny.

3. When we answer a yes/no question politely, we use a short answer.

A short answer is the adverb “yes” or “no” followed by a pronoun and the BE verb, with “not” if the answer is “no.”

Usually the word “not” is shortened. We do not always repeat the adjective or main verb of the question. We stress the BE verb and “not” or say them louder to make our answer clearer.

##### 2. Write it like this:

Yes, it is.

Say it like this:

Yessitis.

Now you try it. Listen:

Is it snowy today? Speak:

Answer quickly.

Yes, (it is snowy.)

(It sounds like: yessitissnowy.)

4. Yes/No + pronoun + BE + (Negative)  
Here are some examples.

Listen:

Are they busy? Speak:

Yes, they are. Listen:

Is she nervous? No, she isn't.

5. Now you try it. Speak:  
\_\_\_\_\_ nervous? (Is she)

Speak:

Answer with no.

\_\_\_\_\_ she \_\_\_\_\_. (No...isn't)

Listen:

Are you working? No, I'm not.

Now you try it. Ask a yes/no question.

Speak:

Are you \_\_\_\_\_? (busy) Answer with no

\_\_\_\_\_. (No, I'm not.)

Have students think of questions that can be answered with "yes" or "no."

Write the questions on the board and ask students to make pairs to practice asking and answering.

For example:

Are you a student? – Yes, I am.

Are you a teacher? – No. I'm not.

Remind students they can blend the short answer together as shown in the video.

## Day 4

### *Listening Quiz*

Give each student a paper copy of the listening quiz. Play each question's video and pause for students to answer. Ask students to choose the correct answer.

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

1. Anna asks, "What is today's temperature?"
2. The phone says, "Yes, Anna, it is warm."
3. The phone says, "No, it is not windy today."
4. Anna says, "Is it sunny today?"
5. Anna says, "It is cold and windy and snowy."

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

## *Writing*

Discuss the vocabulary 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 is the weather where you are? What do you want to do tomorrow? Will it be a nice day?

Later, check students' weather forecasts and have them write about what they did on the day they wrote about.

### Conversation

- Anna: Oh, hi, everyone! Here in Washington, DC, the weather changes often. One day is cold and windy. But the next day is warm and sunny! So, every day I check the forecast. Hello, Phone? What is today's temperature?
- Phone: Today it is 18 degrees ...
- Anna: Eighteen degrees! That is cold!
- Phone: ... eighteen degrees Celsius.
- Anna: Oh, Celsius. That is 65 degrees Fahrenheit. That's warm.
- Phone: Yes, Anna. It is warm.
- Anna: Excuse me, Phone. Is it windy today?
- Phone: No, it is not windy today.
- Anna: Is it sunny today?
- Phone: Yes, Anna. It is sunny.
- Anna: Excuse me, Phone?
- Phone: Yes, Anna.
- Anna: Is it snowy today?
- Phone: No, Anna. It is not snowy.
- Anna: Thank you, Phone!
- Anna: Today the weather is warm and sunny -- great for seeing Washington, D.C.
- Anna: Phone! It is not warm and sunny! It is cold and windy and snowy!
- Phone: Anna, it is not cold, windy, or snowy. It is warm and sunny ... in Mexico City, Mexico.
- Anna: Oh. I see. Mexico.
- Anna: Washington weather changes often. Remember to check the forecast -- the right forecast.
- Phone: Yes, Anna. Next time remember to check the right fore...
- Anna: Okay, thank you Phone. Goodbye, Phone.  
Until next time

## Key Words

**Celsius** - *adj.* relating to or having a scale for measuring temperature on which the boiling point of water is at 100 degrees and the freezing point of water is at 0 degrees

**change** - *v.* to become different

**check** - *v.* to get information by looking at something, asking about something, etc.

**cold** - *adj.* having a very low temperature

**degree** - *n.* a unit for measuring temperature

**Fahrenheit** - *adj.* relating to or having a scale for measuring temperature on which the boiling point of water is at 212 degrees above zero and the freezing point is at 32 degrees above zero

**forecast** - *n.* a statement about what you think is going to happen in the future

**phone** - *n.* a device that is connected to a telephone system and that you use to listen or speak to someone who is somewhere else

**snowy** - *adj.* having falling snow or covered with snow

**sunny** - *adj.* having plenty of bright sunlight

**temperature** - *n.* a measurement that indicates how hot or cold something is; a measurement in degrees showing the heat of something (such as air or water)

**warm** - *adj.* somewhat hot; not cool or cold

**weather** - *n.* the temperature and other outside conditions (such as rain, cloudiness, etc.) at a particular time and place

**windy** - *adj.* having a lot of wind

## Quiz - Level 1, Lesson 9 - Is It Cold?

Listen. Circle the letter of the correct answer.

### 1. What does Anna want to know?

- a. Anna wants to know what time it is.
- b. Anna wants to learn about today's news.
- c. Anna wants to know the temperature.
- d. Anna wants to know how to make tea.

### 4. What does she ask?

- a. She asks if it is sunny.
- b. She asks if it is windy.
- c. She asks if it is snowy.
- d. She asks if it is rainy.

### 2. What does the phone say?

- a. "Yes, Anna, it is a farm."
- b. "Yes, Anna, it is warm."
- c. "Yes, Anna, I have no charm."
- d. "Yes, Anna, it smells like a barn."

### 5. What do you learn about the weather in Washington, D.C.?

- a. It is warm today.
- b. It is sunny today.
- c. It is rainy.
- d. It is cold today.

### 3. What is the weather like today?

- a. It is windy today.
- b. It is just like Wednesday.
- c. It is not windy today.
- d. It is warm today.

Use the letters in the boxes to spell the weather words.  
Then pick a city from the map below.  
Ask your partner what the weather is like in their city.  
Listen to their answers and try to guess what city they are in.  
Then let your partner ask you questions and try to guess your city.



1  
w a r m  
r a m w



Is it warm in your city?  
No, it isn't.  
Is it snowy in your city?  
Yes, it is.  
You are in Boston!



2  
\_ \_ \_ \_  
d l c o



3  
\_ \_ \_ \_  
r a y i n



4  
\_ \_ \_ \_  
m t s o r y



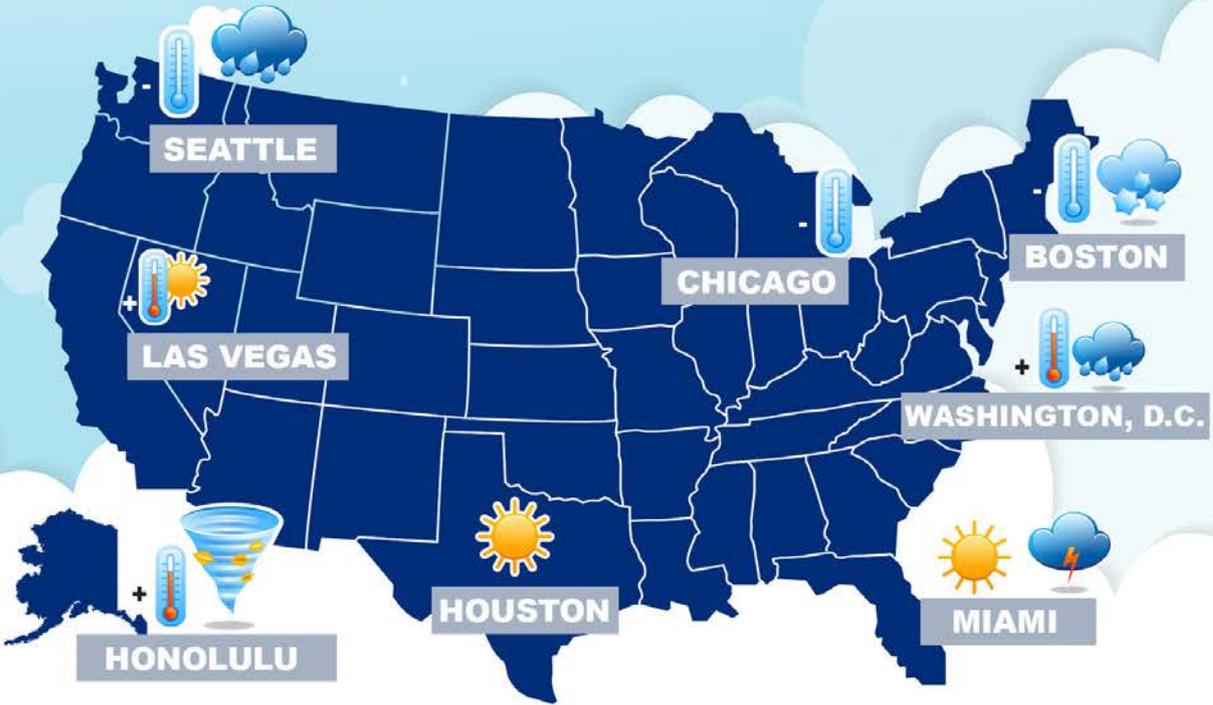
5  
\_ \_ \_ \_  
n u n s y



6  
\_ \_ \_ \_  
y w i d n



7  
\_ \_ \_ \_  
s n y w o





**LEVEL 1**  
**LESSON 10**  
**COME OVER TO MY PLACE**

<b>Topics</b> Giving directions Sequence of events with “then” Asking questions	<b>Prepare Before Class</b> Map of the area around your school Toy telephone or rectangular blocks Graphic of Anna’s street Small toys or unique objects to be used for “treasure hunt”
<b>Learning Strategy</b> Use images	<b>Goals</b> Grammar: Locating places; Imperatives; There is /There are Pronunciation: Using rising intonation to check understanding Speaking: Giving simple directions

**Day 1**

***Introduce the Lesson Topic***

Ask students, “Who is good at reading a map?”

Show a simple map of your area.

Ask a student who said they are good at reading maps to look at your map.

Ask the student and the class: “How do you find a place on the map?”

Give students a chance to think and suggest answers.

Possible answers include: look for a known place such as a lake or a large road and follow directions from there; look for a ‘you are here’ arrow or star to locate yourself; look for the names of roads, neighborhoods, or large buildings.

## ***Learning Strategy***

Tell students that in today's lesson, they will learn to use images to help give and understand directions. Say, "An image is a kind of picture."

Explain that when we give directions or help someone else find a place, it works the same as when we read a map. We need to tell the person where to start. If the person knows the place, they may see a picture in their mind of that place. This is one way to use images.

Ask students to think for a few minutes about other ways they have used images in learning English. Let several students respond. Using pictures in books, on classroom walls, or on the internet to help remember words are some possible responses.

## ***Present the Conversation***

Tell students that the video will show Anna giving directions to Ashley. Play the main video or ask a few students to read the conversation. Have students respond when there are pauses in the video.

### **Main Video Script – Lesson 10**

#### **1. Listen:**

Where is your apartment?

Speak:

\_\_\_\_\_ your apartment? (Where is)

Listen:

My apartment is near the Columbia Heights Metro.

Speak:

My apartment \_\_\_\_\_ the Columbia Heights Metro. (is near)

#### **2. Listen:**

Yes. Exit the Metro and turn right.

Speak:

Yes. \_\_\_\_\_ the Metro and turn \_\_\_\_\_. (exit, right)

Listen:

Then at the bus station turn left.

Speak:

Then at the bus station \_\_\_\_\_ left. (turn)

Listen:

Then walk straight ahead.

Speak:

Then walk \_\_\_\_\_. (straight ahead)

## **Day 2**

## ***Speaking Practice***

Have students listen to the Speaking Practice video and say the new words for this lesson or repeat them after you. Pause the video when the meaning is shown and make sure all students understand the meaning.

After key words, the video teaches some common phrases to give directions. It shows the turns and steps of the directions. If you cannot show the video, show students the picture on the next page to aid understanding.

Have students repeat the directions in the Speaking Practice box and follow the steps on the picture. If you have a map of your school's neighborhood, give copies to students so they can use it to give directions to the school.

### Speaking Practice Script – Lesson 10

1. When we tell someone how to find a place, we say we are giving them directions. Listen to Anna giving Ashley directions: "Exit the Metro and turn right. Then at the bus station turn left. Then walk straight ahead."

2. Now you try it.

Speak:

\_\_\_\_ the Metro and \_\_\_\_.

Listen: Then at the bus station turn left.

Speak:

\_\_\_\_ at the bus station turn \_\_\_\_\_. (Then, left)

Now you try it.

Speak:

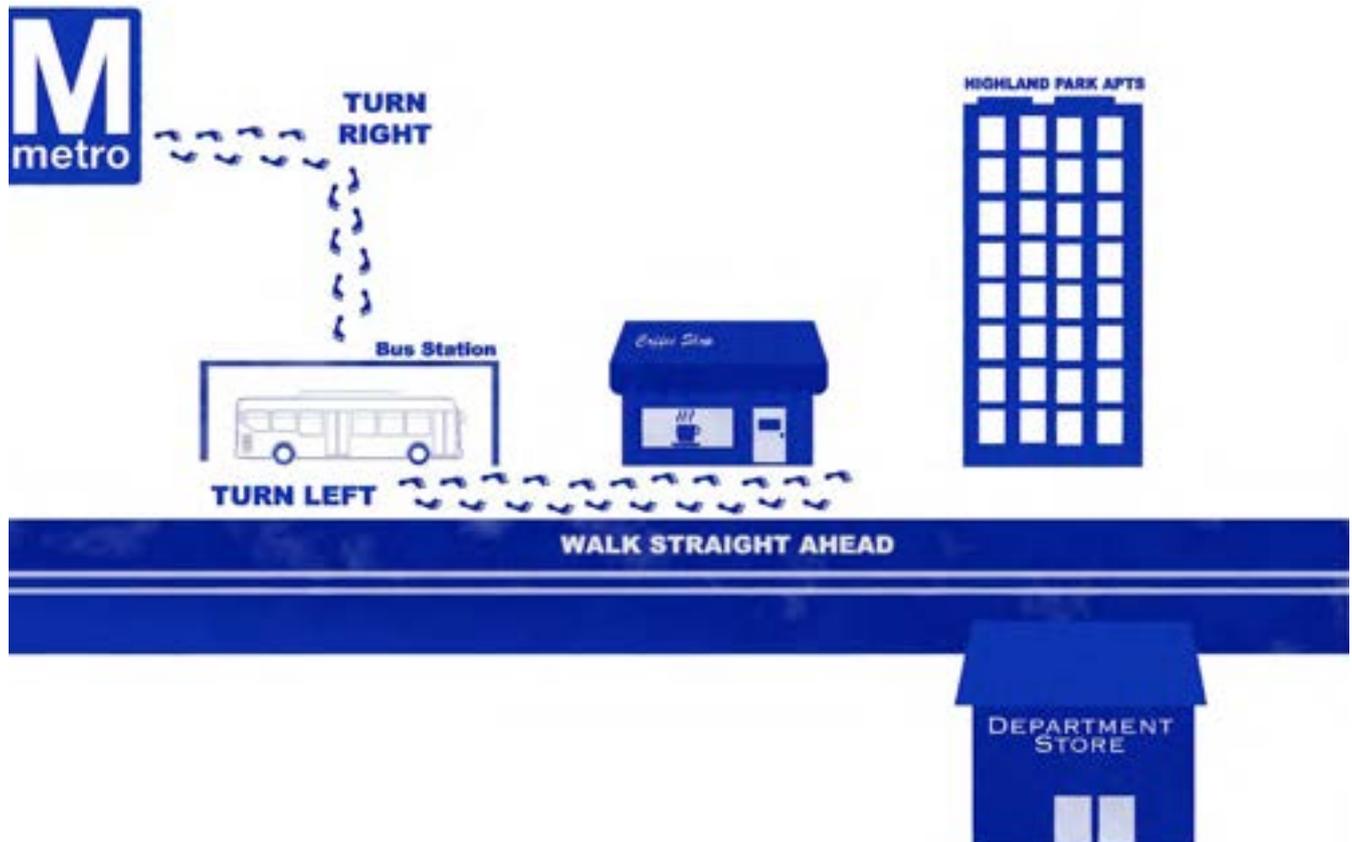
Then \_\_\_straight\_\_\_\_\_. (walk, ahead)

### Activity – Giving Directions

Give each student a copy of the Activity Sheet. Review the phrases from the sheet: walk straight; turn right; turn left.

Have students repeat the words. Use the picture from the video below to help explain the phrase meanings. Ask students, "Does seeing this image help you understand the conversation?"

Have students work with a partner to write directions to the school from a nearby location.



## ***Pronunciation Practice***

The Pronunciation Practice video reviews one way of asking questions in English - using rising intonation.

### Pronunciation Practice Video Script - Lesson 10

1. One way to ask a question is to say a sentence with your voice going up. Listen to Ashley ask about Anna's apartment: It is near the Columbia Heights Metro?

2. Now you try it. Ask Anna a question after she says "My apartment is across from a big department store."  
Speak:  
\_\_\_\_\_ from a big department store? (It is across)

## ***Treasure Hunt – Practice***

Tell students that they are going to have a 'treasure hunt.' Explain that treasure is a valuable thing. Give one student in each pair an object or 'treasure' card as shown at the end of this lesson. Tell students to stand side-by-side with their partner. Tell them,

- "Put your shoulder next to your partner's shoulder. If you are on the right side of your partner, raise your right hand. If you are on the left side of your partner, raise your left hand."
- "Look at the hand you have in the air and say the English word for that hand. Who has the left hand?" Tell students to wave their left hand around.
- Say, "Keep that image in your mind. That's the left side. Use the image to remember when you are giving or listening to directions."
- Say, "Now students on the right – wave your right hand around."
- Say, "Students who have their right hand up, sit down and close your eyes." If using the treasure cards, tell students on the left side to write their partner's name on the card.
- Say, "Students who have your left hand up, take the treasure card and hide it in the room. Remember where you put it. You have one minute."
- Set a timer or look at the clock. When students have hidden the object, tell them to sit down next to their partner.
- Say, "Now, students on the right side, ask your partner, 'Where is the treasure?'"

Say, “Students on the left, give your partner directions so they can go to the treasure.”

Watch students as they go around the room giving directions. Remind students to use English as they give their partner directions to the treasure. After the first student in the pair finds the treasure, ask students to change roles and give directions to the other student.

## Day 4

### *Listening Quiz*

Give each student a paper copy of the listening quiz. Play each question’s video and pause for students to answer. Ask students to choose the correct answer.

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

1. Exit the Metro and turn right.
2. Turn left at the light.
3. Exit the bus station and turn right.
4. Then walk to the coffee shop.
5. It is across from the department store.
6. Which coffee shop? There are three coffee shops.

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

### *Writing*

Review the words and phrases for giving directions and write some of them on the board for students to use in their work. Give them a map of the area around the school if possible. Give the assignment for writing in class or at home.

Write the writing topic on the board:

How do you tell someone how to find your school? Or where you work? Try writing directions to a place near you. If you like, you can write a conversation between yourself and a friend.

After students have written their directions, have them trade with a classmate and read the directions without saying the place, then see if their partner can guess the place.

### *Conversation*

- Anna: Hi! Today, my friend Ashley, is coming over. I am showing her my new apartment!  
Oh! That's Ashley calling.
- Anna: Hi Ashley!
- Ashley: Hi Anna! I'm coming to your apartment. Where is your apartment?
- Anna: My apartment is near the Columbia Heights Metro.
- Ashley: It is near the Columbia Heights Metro?
- Anna: Yes. **Exit the Metro and turn right. Then at the bus station turn left. Then walk straight ahead.**
- Ashley: Okay. Exit Metro, turn right, turn left, then go straight ahead?
- Anna: Yes. My apartment is near a **coffee shop**.
- Ashley: Okay. See you soon!
- Anna: Hi, Ashley.
- Ashley: Anna, Which coffee shop? There are three coffee shops.
- Anna: Okay, my apartment is across from a **big department store**.
- Ashley: A big department store? Ah, I see it!
- Anna: Okay! Bye, Ashley. See you soon!
- Ashley: Okay. See you soon.
- Anna: Ashley! Ashley! Ashley! Over here! It's Anna! It's Anna! Hi!
- Anna: I love having my friends over. Come on!
- Ashley: Great!

## Key Words

**ahead** - *adv.* to or toward the place where someone is going

**bus** - *n.* a large vehicle that is used for carrying passengers especially along a particular route at particular times

**coffee shop** - *n.* a small restaurant that serves coffee and other drinks as well as simple foods

**department store** - *n.* a large store that has separate areas in which different kinds of products are sold

**exit** - *v.* to go out of a place

**left** - *adj.* located on the same side of your body as your heart

**Metro** - *n.* an underground railway system in some cities (also called subway)

**right** - *adj.* located on the side of your body that is away from your heart

**station** - *n.* place where buses, trains, etc., regularly stop so that passengers can get on and off

**straight** - *adv.* in a straight or direct way

**then** - *adv.* used to indicate what happened or happens next

**turn** - *v.* to cause your body or a part of your body to face a different direction

**walk** - *v.* to move with your legs at a speed that is slower than running

## Quiz - Level 1, Lesson 10 - Come Over to My Place

Listen. Circle the letter of the correct answer.

1. What do you do after you exit the metro?

- a. Turn right after you exit.
- b. Turn at the light.
- c. Turn and exit.
- d. Turn into the bus station.

4. Then where do you go?

- a. Then you exit the coffee shop.
- b. Stay out of the coffee shop.
- c. Then you go to the copy shop.
- d. You walk to the coffee shop.

2. Where do you turn?

- a. Turn off the light.
- b. Make a right turn.
- c. Turn left at the light.
- d. After the right.

5. Where is Anna's apartment?

- a. It is next to the department store
- b. It is on the corner by the department store.
- c. It is across from the department store.
- d. It is above the department store.

3. Where do you turn after the bus station?

- a. Exit the bus station and turn right.
- b. When you go into the bus station.
- c. Pass the bus station and turn left.
- d. Before you get to the bus station.

6. Where is Anna's apartment?

- a. She does not see a coffee shop.
- b. Ashley sees three coffee shops.
- c. There are no coffee shops on the street.
- d. She will meet Anna in the coffee shop.

STEP 1

Complete the names of the places below.  
Then write each number on any blank space on your map that you like.



EXAMPLE

1 coffee shop



2 \_ \_ \_ t r o \_ \_ \_



3 d e a t e t  
store



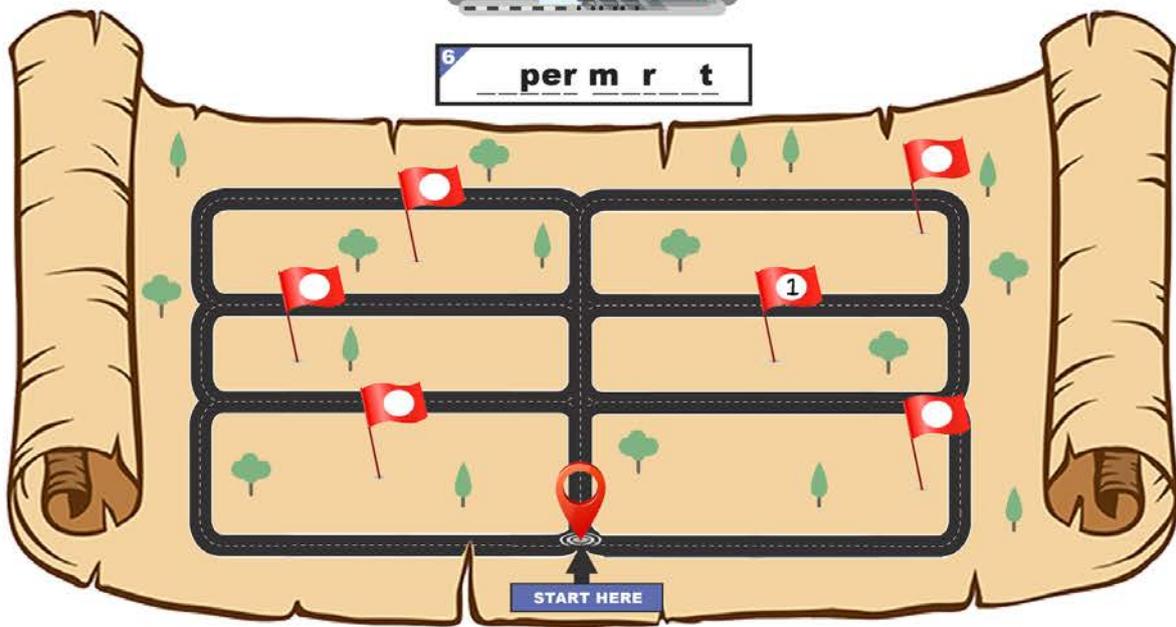
4 a p r e t \_ \_ \_



5 b u s p \_ \_ \_



6 \_ \_ p e r m r t \_ \_



STEP 2

Now let your partner ask you about where things are on your map.  
Tell them how to get there from the starting point.  
Then ask your friend where things are on their map.  
Listen to their answer and write the number of the thing you are asking about on the small map.

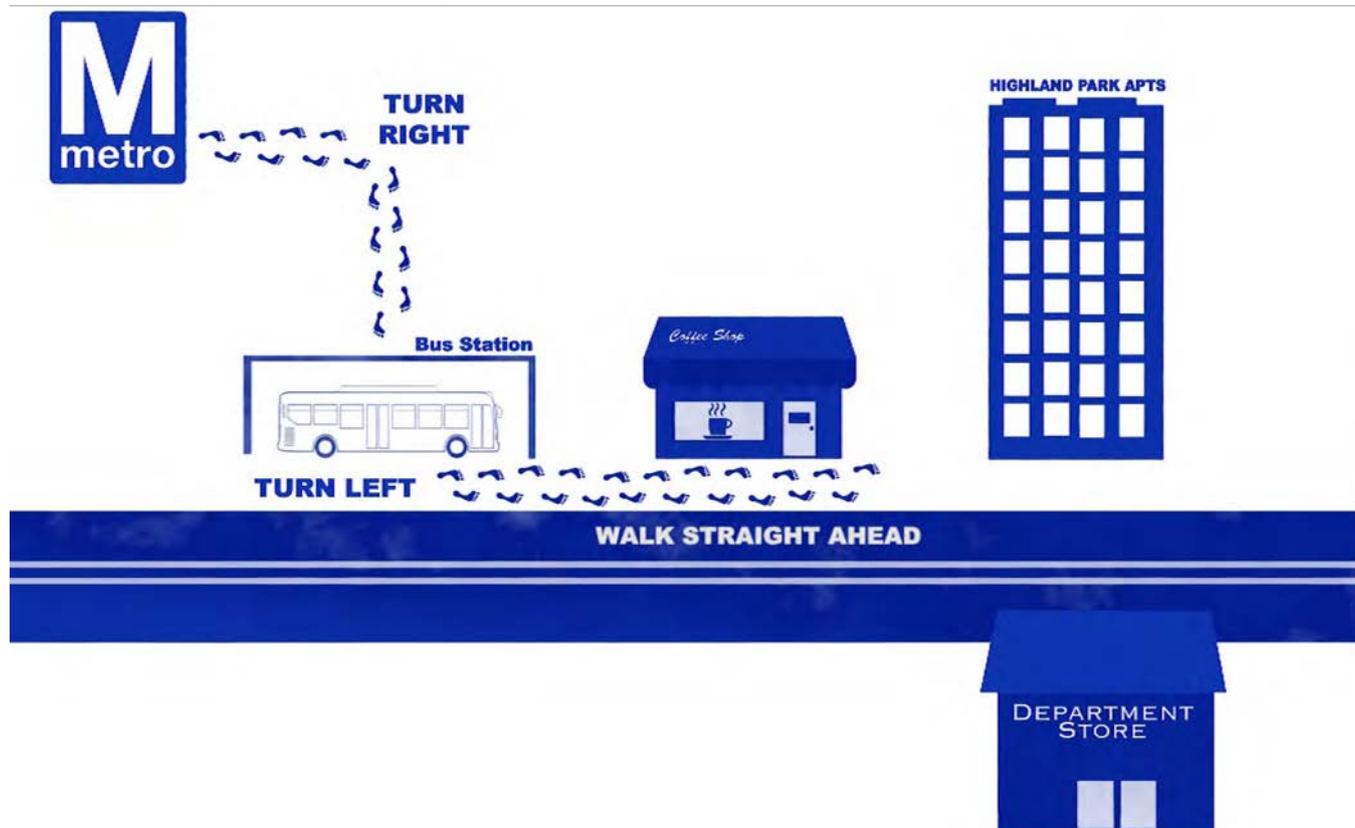
Walk straight, then turn right.  
Walk straight again and then turn left.

Partner's map



Where is the coffee shop?

## Map to Anna's Place





**LEVEL 1**  
**LESSON 11**  
**THIS IS MY**  
**NEIGHBORHOOD**

<b>Topics</b>  Describing neighborhoods Asking for information	<b>Prepare Before Class</b>  Sheets of paper with names of community services: bank, store, library, post office Small objects such as stamps, letters, pencils, books, and coins to practice plural form of nouns Small sticky notes or cards or cut-out graphic for thankful tree
<b>Learning Strategy</b>  Ask Questions	<b>Goals</b>  Grammar: Prepositions (across from, behind); cardinal numbers indicating quantity; Singular/Plural introduction Speaking: Expressing gratitude; asking questions to check understanding Pronunciation: Emphasis on words expressing feelings

**Day 1**

***Introduce the Lesson Topic***

Say, "Today, we will learn to use numbers to talk about more than one thing. We call this form the plural."

Ask students, "What do you do when you want to know something?" Possible student answers include, "Look it up," "Ask a teacher," "Find it on the internet" or "Ask a friend."

Pick up a pencil or another classroom object. Tell students, "I have one pencil." Pick up another and turn to the class. Point to one student and tell the student to repeat the question: "How many pencils do you have?" Answer, "I have two pencils." Ask students, "What is different in my sentence?"

Write the two sentences on the board and ask students to compare them. Ask students what they have in their bags or desks. "Do you have books in your bag? How many books?" Prompt students to answer, "I have (number) books."

Ask, “In your first language, do nouns become plural?” Say that comparing to your first language can often help understand grammar in English.

If possible, have some example objects in the classroom. Ask one or two students to come to the front and ask about the objects, such as, “How many stamps do you have?” “How many letters do you have?” Have the class respond together as a student holds up the objects: “four books; three stamps; five letters.”

Tell students that in this lesson, they will also learn how to ask for help finding places and say thanks for the help.

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

Tell students that the video will show Anna asking Marsha questions about their neighborhood. Play the video or ask a few students to read the conversation. If students are acting out the conversation, put a few large papers on the wall in separate areas around the room. Write one of these words on each paper: library, mailbox, bank, store. Students then can walk between the points as they act out the conversation.

#### **Main Video Script – Lesson 11**

**1. Listen:**

I need to return three books to the library.

**Speak:**

I need to return \_\_\_\_\_ to the library. (three books)

**3. Listen:**

There is a bank behind you.

**Speak:**

\_\_\_\_\_ is a bank \_\_\_\_\_ you. (There, behind)

**2. Listen:**

Is there a bank near here?

**Speak:**

\_\_\_\_\_ a bank \_\_\_\_\_ here? (Is there, near)

### ***Learning Strategy***

Tell students that in today’s lesson, they will learn about asking questions. Ask, “What does Anna need to know?” Let students respond with the names of the places or the services offered: return books - library; get money (cash) - bank; buy stamps - store; mail letters - post office or mailbox.

Ask, “How does Anna find out what she needs to know?” Students should respond with “questions” or “asking a friend.” Tell students, “In our next class, we will practice asking questions and learn about different neighborhoods.”

Say to the students, “You can ask questions to help you learn in other school subjects. You can get a lot of practice in speaking if you ask questions whenever you can in English.”

## Day 2

### ***Speaking Practice***

Have students listen to the Speaking Practice video and say the new words for this lesson or repeat them after you. Pause the video when the meaning is shown and make sure all students understand the meaning.

Other ways of teaching key words include: drawing simple pictures on the board, pointing to examples in the room or acting the words out. You and/or a student can do this.

After the key words, the video teaches phrases for showing gratitude.

#### Speaking Practice Script – Lesson 11

1. When someone helps us, we often say  
“Thank you.”

Listen to Anna thank Marsha for helping her find things in their neighborhood.

2. Anna: Thanks, Marsha. You know our neighborhood so well.”

Now you try it.

“\_\_\_\_\_ you, Anna, for helping me learn English.” (Thank)

### ***Activity***

Hand out copies of the Activity Sheet. Tell students to find a partner and match the columns on the activity sheet: things to do, a picture of a place, and the name of the place.

Tell students they will do the next part of the activity walking around the room to ask classmates questions. You can read students the instructions on bottom part of the Activity Sheet.

Then have a few students come to the front. Ask the students to report what they learned using this sample conversation:

“(Student’s Name) lives in a neighborhood where there is a place to buy stamps, a library, a place to read books, and a place to get cash.”

Check if students are using plural forms of the nouns correctly. If they are not, hold up some of the sample objects and review how to say the plurals.

Ask students what they think now after practicing asking questions. Did they learn from talking with their partners?

## Day 3

### *Pronunciation Practice*

The Pronunciation Practice video points out how emphasis shows the important words in spoken English.

Play the video or read the explanation below. Have students say other sentences with emphasis on important words. For example: “I need to practice to get better at English.”

#### Pronunciation Practice Video Script – Lesson 11

1. When Anna talks about her neighborhood, she says the word, “love” louder and slower. This shows the word is important to tell about how she feels.

2. Anna: I love my new neighborhood. Now you try it.  
Speak:  
I \_\_\_\_\_ learning English! (love)

### *Showing Gratitude - Thankful Tree*

Tell students that being thankful is important to enjoying life. Scientists say that we are healthier if we look for things to be thankful for.

Cut out the heart pictures in this lesson or give students small cards or pieces of paper with holes through which to attach a string. Bring a branch of a tree into class from which to hang the hearts or cards.

Ask students to make a list of six people or things they can be thankful for. Ask them to write the reason they are thankful to each person or thing.

Have students form two lines facing each other and practice saying what they are thankful for. Students tell the person across from them one thing or person they are thankful for. Then, they change places with someone else to talk to a different student. Students continue to do this until they have spoken to everyone across from them.

Give students pieces of string or tape. Ask them to hang their hearts on the “thankful tree” at the front of the classroom.

In future lessons, remind students to think of the things they wrote on the hearts. When there is a happy event in the class, or students show progress, add new hearts on the “thankful tree.”

## Day 4

### *Listening Quiz*

Give each student a paper copy of the listening quiz. Play each question’s video and pause for students to answer. Ask students to choose the correct answer.

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

1. Marsha says, “Um, no. The post office is far from here.”
2. Marsha says, “But there is a mailbox across from the store.”
3. Anna says, “Marsha, these are letters to my family and friends back home ... four letters!”
4. Anna says, “Marsha, before we get ice cream, I need to return three books to the library. Where is the library?”
5. Marsha says, “There is a bank behind you.”

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

### *Writing*

Discuss the vocabulary that may be used for the topic. Write some of the words on the board for students to use in their written work.

Write the writing topic on the board:

Where do you do errands in your neighborhood? Write about three places you go in your neighborhood. Tell what you do at each place.

### Conversation

- Anna: Hello! DC is a city for walking. In our neighborhood, I can do all my errands. Marsha, before we get ice cream, I need to return three books to the library. Where is the library?
- Marsha: It is on this street on the corner.
- Anna: Awesome!
- Marsha: Let's go!
- Anna: Marsha, I can return the books here.
- Marsha: Anna, what are those in the books?
- Anna: Marsha, these are letters to my family and friends back home ... four letters! Is there a post office near here?
- Marsha: Um, no. The post office is far from here. But there is a mailbox across from the store.
- Anna: Awesome! Let's go! (At the mailbox)
- Anna: Marsha, now I need to buy stamps.
- Marsha: Do you have cash?
- Anna: No. Is there a bank near here?
- Marsha: There is a bank behind you.
- Anna: Thanks, Marsha. You know our neighborhood so well.
- Anna: Now I have cash. I can buy stamps.
- Marsha: That store sells stamps.
- Anna: Wait here. Anna: I have stamps.
- Marsha: Wow, you're fast.
- Anna: Thank you, thank you letters, for sending my words... my love ... to my family and friends -
- Marsha: Do you have more cash?
- Anna: I do!
- Marsha & Anna: Ice cream!!
- Anna: I love my new neighborhood! Everything is near our apartment! Even hair salons\*, and ice cream!
- Anna: Until next time!

\* a business that gives customers beauty treatments (such as haircuts)

## ***Key Words***

**bank** - *n.* a business where people keep their money, borrow money, etc., or the building where such a business operates

**buy** - *v.* to get (something) by paying money for it

**cash** - *n.* money in the form of coins and bills

**corner** - *n.* the place where two streets or roads meet

**errand** - *n.* a short journey that you take to do or get something

**fast** - *adj.* moving or able to move quickly

**get** - *v.* to obtain (something)

**ice cream** - *n.* a frozen food containing sweetened and flavored cream

**library** - *n.* place where books, magazines, and other materials (such as videos and musical recordings) are available for people to use or borrow

**mailbox** - *n.* a public box in which letters and packages are placed to be collected and sent out

**post office** - *n.* a building where the mail for a local area is sent and received

**return** - *v.* to bring, give, send, or take (something) to the place that it came from or the place where it should go

**sell** - *v.* to exchange (something) for money

**send** - *v.* to cause (a letter, an e-mail, a package, etc.) to go or to be carried from one place or person to another

**stamp** - *n.* a small piece of paper that you buy and then stick to an envelope or package to pay the cost of mailing it

**store** - *n.* a building or room where things are sold



Cut out to use in the “Thankful Tree” activity

# Quiz - Level 1, Lesson 11 - This is My Neighborhood

Listen. Circle the letter of the correct answer.

1. Is there a post office near here?

- a. The post office is near here.
- b. There is not a post office near here.
- c. The post office is next to a farm.
- d. The post office is on the corner.

4. What is Anna doing with the three books?

- a. Anna is sending the three books to her family.
- b. Anna needs to return the books to a department store.
- c. Anna needs to return three books to the library.
- d. Anna is taking the books home from the library.

2. Where is a mailbox?

- a. There is a mailbox far from the store.
- b. There is a mailbox behind the store.
- c. There is a mailbox across from the store.
- d. There is a mailbox inside the store.

5. Where is the bank?

- a. The bank is behind Marsha.
- b. The bank is far from here.
- c. The bank is next to the library.
- d. The bank is behind Anna.

3. How many letters does Anna have?

- a. Anna has four letters.
- b. Anna has forty letters.
- c. Anna has one letter.
- d. Anna has fourteen letters.

Match the "things to do" with the picture and the name of "places in the neighborhood" where these things happen. Draw lines to show the matches.

**Things to do:**

*send letters*

*get cash*

*buy ice cream*

*buy stamps*

*read books*



**Places in the neighborhood:**

*post office*

*store*

*library*

*bank*

*mail box*

1. Choose three places that are in your neighborhood. Write them in the box below. 2. Ask three of your friends about what is in their neighborhoods. Write their answers below. 3. Answer their questions about what is in your neighborhood. Write your answers.

What do you have in your neighborhood?

There is a place to buy ice cream, a place to read books and a place to get cash.

Friend's Name	Friend's neighborhoods	Your neighborhood
example	store, library, bank	



**LEVEL 1**  
**LESSON 12**  
**MEET MY FAMILY**

<b>Topics</b> Family members Family relationships	<b>Prepare Before Class</b> Cards with names of family members and definitions
<b>Learning Strategy</b> Find and Apply Patterns	<b>Goals</b> <b>Grammar:</b> Auxiliary 'do' and the verb 'make' <b>Pronunciation:</b> Different ways to pronounce 'aunt' <b>Speaking:</b> Asking about a problem

**Day 1**

***Introduce the Lesson Topic***

Before the class, print or write out the cards listing family names and their meanings, which can be found in the Resources section below.

Say, "Today we will learn how to talk about people in our families."

Ask students to tell you the words they already know in English or their first language for family members. Let several students respond. Answers may include: mother, father, sister, brother, aunt, uncle, cousin, niece, nephew or others.

Put students into groups of four. Give one set of cards to each group. Then, tell them to work as a group to practice the words.

Then, make sure students understand the meaning of the words by using the family tree image on the Activity Sheet or by drawing one on the board.

## Teach Key Words

Have students listen to the Speaking Practice video and say the new words for this lesson or repeat them after you.

Write the key words on the board. Check to see if students understand their meanings by reading out definitions (in native language, if available) and asking students which word matches the definition.

After presenting the vocabulary, the Speaking Practice video teaches a way to talk about problems.

### Speaking Practice Script – Lesson 12

1. When we see a friend who is sad, we can ask, “What’s wrong?”

Listen to Marsha ask Anna:

Marsha: What’s wrong?

Anna: I’m thinking about my family. I’m feeling homesick.

Marsha: You want to talk about it?

2. Now, you try it:

What’s wrong?

(students repeat)

Do you want to talk about it?

(students repeat)

## Learning Strategy

Draw a family tree on the board and fill in the names of all of the family members that students learned about (mother, father, sister, brother and others). Keep this on the board for an activity later in today’s lesson.

Explain that when we are learning new things, it helps to look for patterns. Our brains like patterns and they help us remember things.

Tell students to look at the family member list on the board and say, “Do you see any patterns? Listen to answers and write them on the board. Answers may include: Three words end with the letters, -ther. Most words have a different male and female form. Cousin has only one form. Grand- is the start of two words. -in-law” is added to relatives by marriage. Niece and nephew both start with -n.

Tell students that in today’s lesson, they will learn to look for patterns to talk about family members in English.

**Present the Conversation**

Tell students that the video will show Anna talking about her family.

Play the main video or ask a few students to read the conversation. Tell students to listen for names of family members (aunt, uncle and others).

Tell students to respond when there are pauses in the video or have them repeat the sentences below after the conversation.

**Main Video Script – Lesson 12****1. Listen:**

What do rodeo clowns do?

Speak:

What \_\_ rodeo clowns \_\_?

They make jokes at a rodeo.

**2. Listen:**

They are my cousins.

Speak:

They are my \_\_\_\_\_. (cousins)

They are my uncle's daughter and son.

They are my \_\_\_\_\_'s daughter and son.  
(uncle)

Keep the family tree drawing on the board but erase the words (family names). Tell students you are going to test what they remember.

Call out one family name at a time (“aunt” and others.) and ask students where to put it on the family tree. When several students agree on where it goes, write it on the family tree. Keep doing this until you have used all of the names.

**Verbs ‘Do’ and ‘Make’**

Tell students that the conversation between Anna and Marsha had questions and answers with the verb “do.” Tell them that in questions, we sometimes use “do” as a helping verb.

Write these examples on the board:

What do rodeo clowns do?, What does Uncle John do? and What do they do?

Explain that we use “do” to ask about what someone does for a living or career. When we use it this way, the word appears twice -- before and after the person. Underline “do” in all of the questions on the board, like this: What do rodeo clowns do? Point to the subjects (rodeo clowns, Uncle John and they).

Tell students: The conversation also used the verb “make.” In the conversation, Anna used “make” to talk about what her family members build, create, or produce.

### ***The Pronunciations of ‘Aunt’***

Tell students that, in different English-speaking countries and parts of the United States, people say the word “aunt” differently. Some people say it “ant” and some people say it, “ahnt.”

Ask students to listen and repeat: Her aunt Lavender loves gardening. (Pronounce It “ahnt.)

Ask students to listen and repeat: Aunt Lavender makes spoons. (Pronounce it “ant.”)

#### Pronunciation Practice Video Script – Lesson 12

1. In the United States, people pronounce the word “aunt” differently. Listen to Anna talk about her aunt in the video.  
“That is my Aunt Lavender. She is my mom’s sister.”

2. In the Northeast United States, and in some groups, people say the word “aunt” like “ahnt.”  
Listen.  
Anna’s Aunt (Ahnt) Lavender loves gardening.  
Now you try it.  
Speak:  
Aunt (Ahnt) Lavender makes spoons.

### ***Activity***

Hand out printed copies of the Activity Sheet.

Review the names of family relationships. An answer key for the activity sheet is included in the Resources section for your reference.

Put students into pairs so they can interview each other. Ask one pair to stand at the front and ask each other questions. Here are samples of the conversation for this activity.

Student A: Tell me about your mother’s family.

Student B: This is my grandmother.

Student A: What’s her name?

Student B: Emilia.

Student A: What does she do?

Student B: She’s a banker.

Student B: How many sisters do you have?

Student A: I have five sisters.

Student B: Wow! That’s awesome! What does your older sister do?

Student A: She’s a student.

Student B: What does your father make?

Student A: He makes cell phones.

After students have had time to interview each other, ask several pairs to share something new or surprising they learned about their partner's family. (But first, make sure they get permission from the partner to share the information.)

## Day 4

### ***Listening Quiz***

Give each student a paper copy of the listening quiz. Play each question's video and pause for students to answer. Ask students to choose the correct answer.

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

1. Anna says, "That is my aunt Lavender. She is my mom's sister."
2. Anna says, "Oh, this is my Uncle John. He is my father's brother."
3. Marsha asks, "Who are they?" Anna says, "They are my cousins. They are my Uncle John's daughter and son."
4. Marsha says, "What do they do?" Anna says, "They raise sheep and make sweaters."
5. Anna says, "This is my mother and this is my father. They are rodeo clowns." Marsha asks, "What do rodeo clowns do?" Anna says, "They make jokes at a rodeo. People laugh."

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

### ***Writing***

Discuss 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:

Are you from a big family or a small family? Tell the person sitting next to you about two people in your family. What do they do? What do they make? Then, write a paragraph about your partner's two family members.

Give students time to write then ask a few or several students to read their writing aloud or summarize it for the class.

### **Conversation**

- Anna: Hello! Washington, D.C. has many beautiful parks. In fact, this park reminds me of my home very far away.
- Marsha: Anna, here's your coffee.
- Anna: Thanks, Marsha.
- Marsha: What's wrong?
- Anna: I'm thinking about my family. I'm feeling homesick.
- Marsha: Do you want to talk about it?
- Anna: Sure! I have some photos.
- Marsha: Yes. Yes, you do!
- Anna: Photos really help.
- Anna: This is my mother and this is my father. They are rodeo clowns.
- Marsha: What do rodeo clowns do?
- Anna: They make jokes at a rodeo. They make people laugh.
- Marsha: That-That's very different.
- Marsha: Who is that woman in the picture?
- Anna: That is my Aunt Lavender. She is my mom's sister. She loves gardening and makes spoons.
- Marsha: She makes spoons?
- Anna: Of course.
- Marsha: That, too, is very different.
- Anna: Oh! This is my Uncle John. He is my father's brother.
- Marsha: What does Uncle John do?
- Anna: He's a chicken farmer. And makes guitars. He's awesome, and I'm his favorite niece.
- Marsha: Who are they?
- Anna: They are my cousins. They are my Uncle John's daughter and son.
- Marsha: What do they do?
- Anna: They raise sheep and make sweaters.
- Marsha: Yeah, that's not a surprise.
- Marsha: Thanks for showing me your family photos. Your family is very different.
- Anna: I do feel better. Thanks for listening. I have many more photos!
- Marsha: Yeah. Yeah, you do.
- Anna: Washington, DC is my new home. But I like remembering my old home, too.

## Key Words

**clown** - *n.* someone who often does funny things to make people laugh

**different** - *adj.* not ordinary or common; unusual

**feel** - *v.* used to describe or ask about someone's physical or mental state

**garden** - *v.* to work in a garden; to take care of the plants in a garden

**guitar** - *n.* a musical instrument that is held against the front of your body and that has usually six strings which are played with your fingers or with a pick

**homesick** - *adj.* sad because you are away from your family and home

**joke** - *n.* something said or done to cause laughter

**laugh** - *v.* to show that you are happy or that you think something is funny by smiling and making a sound from your throat

**make** - *v.* to build, create, or produce (something) by work or effort

**park** - *n.* piece of public land in or near a city that is kept free of houses and other buildings and can be used for pleasure and exercise

**photo (photograph)** - *n.* a picture made by a camera

**raise** - *n.* to keep and take care of (animals or crops)

**remind** - *v.* to cause (someone) to remember something

**rodeo** - *n.* an event in which people compete at riding horses and bulls, catching animals with ropes, etc.

**sheep** - *n.* an animal with a thick woolly coat that is often raised for meat or for its wool and skin

**spoon** - *n.* an eating or cooking tool that has a small shallow bowl attached to a handle

**sweater** - *n.* a warm usually knitted piece of clothing for the upper part of your body

## Quiz - Level 1, Lesson 12 - Meet My Family

Listen. Circle the letter of the correct answer.

1. Who is Aunt Lavender?

- a. She is Anna's sister.
- b. She is Anna's mother.
- c. She is the sister of Anna's mom.
- d. She is Anna's niece.

4. What do Anna's cousins do?

- a. They like to sleep.
- b. They collect feathers.
- c. They raise sheep.
- d. They wear sweatpants.

2. Who is Uncle John?

- a. Uncle John is the father of Anna's brother.
- b. Uncle John is the brother of Anna's father.
- c. Uncle John is Anna's father.
- d. Uncle John is Anna's brother.

5. What do Anna's mother and father do?

- a. They make jokes at rodeos.
- b. They own a rodeo.
- c. They love to laugh.
- d. They ride horses in a rodeo.

3. Who are they? (The two young people in a photo)

- a. They are Uncle John's mother and father.
- b. They are Uncle John's brother and sister.
- c. They are Anna's friends.
- d. They are Anna's cousins.

Write the names of the family members in the space next to the picture below. Then ask your partner for information about their family members. Listen to their answers and write them below.

MARRIED .....	RELATED
grandfather (x2)	cousin (x2)
nephew	sister
aunt (x2)	father
brother-in-law	brother
mother	uncle (x2)
niece	sister-in-law



grandfather  
Paulo  
Mexico



Your Partner

What is your grandfather's name?

His name is Paulo.

Where is he from?

He is from Mexico.



**Answer sheet for teacher**

Write the names of the family members in the space next to the picture below. Then ask your partner for information about their family members. Listen to their answers and write them below.

MARRIED	RELATED
grandfather (x2)	cousin (x2)
nephew	sister
aunt (x2)	father
brother-in-law	brother
mother	uncle (x2)
niece	sister-in-law



grandfather  
Paulo  
Mexico



grandmother



grandmother



grandfather



uncle



aunt



mother



father



uncle



aunt



cousin



cousin



Your Partner



sister-in-law



brother



sister



brother-in-law



niece



His name is Paulo.

Where is he from?

He is from Mexico.



nephew





**LEVEL 1**  
**LESSON 13**  
**HAPPY BIRTHDAY,**  
**WILLIAM**  
**SHAKESPEARE!**

<b>Topics</b>  Usual and unusual activities	<b>Prepare Before Class</b>  Chart for frequency adverbs on board or screen
<b>Learning Strategy</b>  Make an Inference	<b>Goals</b>  Grammar: Frequency adverbs; cause and effect phrases Pronunciation: Blended sounds Speaking: Using frequency adverbs to talk about cause and effect

**Day 1**

***Introduce the Lesson Topic***

Tell students that in this lesson, they are going to learn how to make good guesses and talk about how often things happen. By the end of the lesson, they will be able to talk about the things they usually do.

Give students copies of the Activity Sheet. Introduce the words from the sheet by showing the chart of frequency adverbs.

Ask students to repeat these adverbs: never, rarely, sometimes, often, usually, and always. Make sure students understand the meaning of the words by using a graphic like the one on the Activity Sheet.

***Teach Key Words***

Play the Speaking Practice video. Tell students to listen, then repeat the new words. Check to see if students understand the meaning of all the words. Start by reading out definitions and then ask students which word matches each definition.

After presenting the key words, the Speaking Practice video offers a guide to talking about cause and effect.

### Speaking Practice Video Script – Lesson 13

1. In this lesson, Anna says what she is doing today is different. Listen to Anna telling why she is doing different things:

Anna: This is a drum band. I never listen to a drum band. But today, I am listening to a drum band because it's Shakespeare's birthday.

Anna: This is sword fighting. I never sword fight. But today I am sword fighting because it's Shakespeare's birthday.

Anna: There are many things to do in Washington, D.C. -- some usual, some unusual. I am not bored because it is William Shakespeare's birthday.

2. These sentences show a cause and effect. The cause is William Shakespeare's birthday party. The effects are listening to a drum band, sword fighting and not being bored.

Now, you try it. Tell about a reason you are studying English.

Why are you studying English?

(Several students can give responses.)

### Day 2

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

Tell students the video will show Anna doing different activities. Play the main video or ask some students to read the conversation.

Tell students to listen for these words: always and never. Tell them also to respond when there are pauses in the video, as shown in the box below.

After playing the video, ask students to name some things in the classroom that are usual and unusual. For example, "Most classrooms in our school only have a white board. Our classroom is unusual because it has a screen."

## Main Video Script – Lesson 13

### 1. Listen:

I never watch puppet shows.

Speak:

I \_\_\_\_\_ watch puppet shows.

### 3. Listen:

My clothes are usual.

Speak:

My clothes are \_\_\_\_\_. (usual)

### 2. Listen:

But today I am watching a puppet show.

Speak:

But today I \_\_\_\_\_ a puppet show.

### 4. Listen:

Their clothes are unusual.

Speak:

Their clothes are \_\_\_\_\_.

## ***Learning Strategy***

Tell students that in today's lesson, they will learn to make guesses.

Tell students, "Think about Anna's day. She goes to a party for William Shakespeare's birthday. She sees many interesting things and hears music and stories. How do you think she feels at this party?"

Students may answer, "happy," "good," or "excited." Ask those who answered, "Why?"

One possible answer is, "I think she is happy because she is smiling and dancing. She sounds happy, too,"

Explain the strategy: "When you use what you see or know to make a guess, we call it 'making an inference.' You do that when you see Anna is having a good time, and say, 'She is happy.'"

Ask students to give other examples of when they make a guess. Ask students, "Will it rain today?" Give students a chance to answer. If the sky looks like it will soon rain, tell them they are making an inference.

Ask another question: "When you go home late, will your parents be angry?" Give students a chance to answer. Respond: "Of course, you can guess that they will be angry if you are very late."

Say, "We can make guesses when we are trying to understand new things in English, too."

### Frequency Adverb Practice

On one side of the board, write the activities listed below on the board. If it helps understanding, you can draw pictures next to the words. (Draw a ball, for example, next to “play games with friends.”)

- |                         |                                      |
|-------------------------|--------------------------------------|
| Talk to friends         | Cook food                            |
| Play games with friends | Spend time with family               |
| Sing                    | Take care of brother(s) or sister(s) |
| Listen to music         | Help someone do something            |
| Make or build something | Work                                 |

On the other side of the board, write the list of frequency adverbs: never, rarely, sometimes, often, usually, always.

Put students into small groups of three or four each. Each student will tell the people in their group two or three things they do and how often they do it.

Write two examples on the board:

- I always play games with friends.
- I sometimes cook food.

Ask students to look for the adverbs. (They appear after the subject of each sentence.)

### Pronunciation Practice

The Pronunciation Practice video teaches how English speakers say certain sounds.

#### Pronunciation Practice Video Script – Lesson 13

1. When one word ends with the same sound as the next word, English speakers often say the sound only one time.

Listen to Anna talk about what she is doing today:

- But today, I feel bored.
- But today, I am listening to a drum band.
- But today, I am sword fighting.

2. Graphic shows the “t” sound in “but” and the “t” sound in “today” come together in one sound.

Now, you try it.

Listen:

- I never speak English at home.
- But today, I am speaking English at home.

Speak:

\_\_\_\_\_, I am speaking English at home. (But today)

## Activity

Give students copies of the Activity Sheet. Ask them to match the words with the circles on the bar at the top. Then ask them to write an “email” about what they do - or do NOT do on a usual day.

Ask students to find a partner. Tell them to trade papers with their partner. Say: “Read your partner’s email and ask questions from your own guesses, or inferences.” Give an example: “You write that you always do homework on a usual day. Do you usually get good grades?” Or, “You write that you never walk to school. Do you take the bus?”

After the activity, ask a few students share their responses with the whole class.

## Day 4

### Listening Quiz

Give each student a paper copy of the listening quiz. Play each question’s video and pause for students to answer. Ask students to choose the correct answer. If not using the video, read the sentences below aloud:

1. Anna says, “In Washington, D.C., there are many things to do on a Sunday afternoon. I like to exercise. I like to shop. I like to garden.”
2. Anna says, “But today, I feel bored.”
3. Anna says, “When I feel bored, I always look for something unusual to do! I hear music. Let’s go see!”
4. Anna says, “This is a puppet show. I never watch puppet shows. But today I am watching a puppet show.”

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

### Writing

Discuss the vocabulary that may be used for the topic, such as the words *never*, *sometimes*, *often*, and *usually*. Write the writing topic on the board:

Write about three to five things you usually do on a weekend afternoon. Then write about two or more things that you sometimes or never do on weekends.

Underline the words “usually” “sometimes” and “never” so that they can see them. Ask several students to share their weekend activities with the class. Or, put students into small groups to share with each other.

### **Conversation**

- Anna: Hello! In Washington D.C. there are many things to do on a Sunday afternoon. I like to exercise. I like to shop. I like to garden. But today I feel bored. When I feel bored, I always look for something unusual to do! I hear music. Let's go see! What is going on here?
- Rebecca: It's a big birthday party for the writer William Shakespeare.
- Anna: This is a party for William Shakespeare?
- Rebecca: Yes!
- Anna: Awesome!
- Rebecca: Awesome!
- Anna: This is a drum band. I never listen to a drum band. But today I am listening to a drum band because it's Shakespeare's birthday!
- Anna: This is a puppet show. I never watch puppet shows. But today I am watching a puppet show because it's Shakespeare's birthday!
- Anna: My clothes are usual. His clothes are unusual. In Washington, D.C. seeing a politician or even the President is usual. Seeing the Queen of England is very unusual! Your majesty!
- Anna: This is sword fighting. I never sword fight. But today I am sword fighting because it's Shakespeare's birthday!
- Anna: There are many things to do on a Sunday in Washington, D.C. -- some usual, some unusual.
- Anna: Today, I am not bored because ... it is William Shakespeare's birthday!

## Key Words

**band** – *n.* a usually small group of musicians who play popular music together

**because** – *conj.* for the reason that

**birthday** - *n.* the day when someone was born or the anniversary of that day

**bored** – *adj.* tired and annoyed by too much of the same thing; not interested

**drum** - *n.* a musical instrument that is made with a thin layer of skin or plastic stretched over the end of a round frame and that is played by hitting the skin or plastic with sticks or with your hands

**exercise** – *v.* physical activity that is done in order to become stronger and healthier

**fight** - *v.* to use weapons or physical force to try to hurt someone, to defeat an enemy, etc. or to struggle in battle or physical combat

**party** - *n.* a social event in which entertainment, food, and drinks are provided

**politician** - *n.* someone who is active in government usually as an elected official

**President** - *n.* the head of the government in some countries

**puppet** - *n.* a doll that is moved by putting your hand inside it or by pulling strings or wires that are attached to it

**Queen** - *n.* a woman who rules a country and who usually inherits her position and rules for life

**shop** – *v.* to visit places where goods are sold in order to look at and buy things

**show** - *n.* a performance in a theater that usually includes singing and dancing

**sword** - *n.* a weapon with a long metal blade that has a sharp point and edge

**unusual** - *adj.* different or strange in a way that attracts attention

**usual** – *adj.* done, found, or used most of the time or in most cases, or normal or regular

**watch** - *v.* to look at (someone or something) for an amount of time and pay attention to what is happening

# Quiz - Level 1, Lesson 13 - Happy Birthday, William Shakespeare!

Listen. Circle the letter of the correct answer.

1. What does Anna like to do on Sunday?

- a. She likes to talk and she likes to mop.
- b. She likes to eat and she likes to walk.
- c. She likes to exercise and she likes to shop.
- d. She likes to cook and she likes to read.

3. What does Anna do when she is bored?

- a. Anna always looks for something usual.
- b. Anna looks for something unusual.
- c. Anna never looks for something unusual to do.

2. How does Anna feel today?

- a. Anna feels remorse.
- b. Anna feels mad..
- c. Anna feels happy.
- d. Anna feels bored.

4. What does Anna say about puppet shows?

- a. She never watches puppet shows.
- b. She always watches puppet shows.
- c. She does not like puppet shows.
- d. She likes puppet shows

STEP 1

Match the frequency adverb with the correct percentage.



usually

never

rarely

often

always

sometimes

STEP 2

Now pretend you are writing an email about how frequently you do different activities.

To: learningenglish@voanews.com  
Subject: What I do on a usual day.

Dear VOA,

I always eat breakfast. Then, I usually....

SEND

STEP 3

Find a partner to work with. Ask questions using the words at the top of the page. Listen to your partner's question and answer them.





**LEVEL 1**  
**LESSON 14**  
**HOW ABOUT THIS?**

<b>Topics</b> Describing clothing colors and sizes Making suggestions; giving compliments	<b>Prepare Before Class</b> Colored pencils or markers (if available)  Outer clothing such as shirts, belts, jackets, ties and hats that students can use to model the verbs 'take off' and 'put on'
<b>Learning Strategy</b> Personalize	<b>Goals</b>  <b>Grammar:</b> Position of adjectives before nouns; use of two phrasal verbs 'put on' and 'take off'  <b>Speaking:</b> Making a suggestion  <b>Pronunciation:</b> Using color adjectives with nouns

**Day 1**

***Introduce the Lesson Topic***

Tell students, "Today we will learn to talk about clothing."

Ask students: "What are you wearing today?" Point to your own clothing and model the sentence: "I am wearing ... (a green shirt, a blue skirt, and a black belt)."

Tell students, "When we talk about clothing, we put the color first and the clothing name second, like this." Write on the board "green shirt" and then point to the color and the clothing word.

Ask students, "Where or when do you need to talk about clothing?" Answers may include: at a shop, when doing laundry, when planning what to wear; when looking for someone.

Say, "So, let's find out how to do that today."

## ***Pronunciation Practice***

The Pronunciation Practice video teaches how to describe clothing with color words.

### **Pronunciation Practice Video Script – Lesson 14**

1. In English, the color word comes before the clothing word.  
Listen to Anna and Genie talk about the colors of the clothes.

Genie: Take off the green dress. Let's try a green shirt and a skirt.

Anna: Oh, Genie! This green shirt is too large and this orange skirt is too orange.

Anna: Can you put on a gold belt?

2. Now you try it. Tell about these things:  
It's a \_\_\_\_ \_\_\_\_.  
It's a black hat.

They are \_\_\_\_ \_\_\_\_.  
They are black jeans.

It's a \_\_\_\_ \_\_\_\_.  
It's a green t-shirt.

It's a gold \_\_\_\_.  
It's a gold dress.

## ***Teach Key Words***

Use the Activity Sheet to teach clothing and color words.

Put students into pairs. Students use the first page of the activity sheet to learn and practice the clothing words and colors. If you cannot print the sheet in color, point to those colors on your clothing, on students' clothing or on something inside or outside the classroom.

Review answers for the sheet with the class. Collect the sheets for use later in the week.

Now write on the board: I am wearing (name two pieces of clothing with their colors). Ask several students to tell the class what they are wearing. If students wear a uniform, they can describe it by using sizes, such as "I am wearing a medium shirt and a small jacket."

For the remaining words, play the vocabulary part of the Speaking Practice video. Have students repeat each word during pauses or say them and have students repeat. Make sure students understand the word meanings.

## ***Present the Conversation***

Say, "In this video, Anna does not know what to wear to the theater. She looks in a magazine to get help and gets a surprise."

Play the main video. Tell students to respond when there are pauses in the video.

## Day 2

### Main Video Script – Lesson 14

1. Listen:

How about jeans and a t-shirt?

Speak:

\_\_\_ \_\_\_ jeans and a t-shirt? (How about)

2. Listen:

Let's try a green t-shirt and a skirt.

Speak:

Let's \_\_\_ a \_\_\_ shirt and a skirt. (try, green)

3. Listen:

I don't like this outfit.

Speak:

I \_\_\_ \_\_\_ this outfit. (don't like)

4. Listen:

These clothes look great on you!

Speak:

These \_\_\_\_\_ great on you! (clothes look)

Ask students, "Do you think Anna likes the new outfit from Genie? Why?" Give students time to answer. Ask them to explain their answers. For example, "I think she likes it. She says, 'These clothes look and feel great!'"

### Speaking Practice

After the key words, the video teaches two ways to make a suggestion. Say, "Making a suggestion means offering an idea or a plan for someone to think about."

### Speaking Practice Script – Lesson 14

#### Making a Suggestion

1. There are different ways to offer something in English. In the video, you hear two ways:

"How about...?" and "Let's try..."

Listen to Anna asking Genie about her clothes:

Anna: How about jeans and a t-shirt?

She is asking if Genie thinks her clothes are good to wear to the theater.

Now you try it.

Ask a friend about eating something with you.

2. Listen:

How about a sandwich?

Speak:

How about a \_\_\_\_\_? (sandwich)

Listen to Genie offer to give Anna another set of clothes:

Genie: Let's try a green shirt and a skirt.

Now you try it. Offer an activity to a friend.

Listen:

Let's try walking to the park.

Speak:

Let's try \_\_\_\_\_. (walking to the park)

Say: "Now, let's practice making suggestions some more." Give students the first page of the Activity Sheet (kept from Day 1).

Also, give students copies of the second page (it shows a man's body and a woman's body).

If you have colored markers or pencils, give a few colors to each pair of students. If they do not have colored pencils, they can write the color next to the clothes. Tell students they will work with a partner to make suggestions about clothes and then draw clothes on the body/bodies.

Write on the board:

How about...? Let's try...

Ask students to use the phrases to make suggestions. Say: "For example, 'How about purple shoes?' or 'Let's try purple shoes.'"

Walk around the room to make sure students are using the language correctly. Tell students they can share their drawings with the class.

There are many ways to do this. For example, each pair can stand in front of the class and talk about their drawings. Or you can do a gallery walk. See below for instructions. (Do the gallery walk on Day 3, if needed.)

## Day 3

### ***Gallery Walk***

Ask students to put their drawings on a classroom wall. Next, ask the class to walk around and look at the drawings. Then, as a group, ask them to stand facing the drawings.

Ask a student to point to any drawing and say what the man or woman is wearing. For example, "He is wearing a blue hat and a yellow shirt." Ask several more students to do this.

### ***Learning Strategy***

Tell students that they are going to learn about personalizing. Say, "Personalizing means thinking about your own life and using this as a way to learn." Ask students: "What do you like? What do you not like?"

Use the clothing you brought to class, or ask several students to give you a jacket, sweater or vest. Ask one student to come to the front of the class. Give him/her a jacket that is too large. Demonstrate the following conversation:

Teacher: How about this jacket? (Give student a small-sized jacket to try on.)  
Please put on this jacket.

Student: This jacket is too small. / I don't like it.

Teacher: Okay, take off that jacket. Let's try this jacket.

(Give student correct-sized jacket)

Student: This jacket feels great. / I like it.

Teacher: (The blue/That jacket) looks great on you!

Thank the student and let them return to their seat. Make sure students understand the verbs “put on” and “take off.” Show it again with a piece of clothing on yourself if needed.

If students do not have clothes they can use, give them magazines with photos of clothing items. They can cut pictures out of the magazine if needed.

Then tell students to give a clothing photo to their partner.

Tell the students to work in pairs.

Say, “Practice the conversation you just saw by giving a clothing item (or photo) to your partner.”

Walk among students to listen to the conversations and suggest language as needed, such as “too large/too casual/too formal for me.”

Remind students to think about themselves (or personalize). Ask: “Do you like the (clothing item)? Does it fit well?”

## Day 4

### *Listening Quiz*

Give each student a paper copy of the listening quiz. Play each question’s video and pause for students to answer. Ask students to choose the correct answer.

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

1. Anna says, “Awesome! How about jeans and a t-shirt?” Genie says, “No! Jeans and a t-shirt are too casual.”
2. Anna says, “Wow! Genie, this dress is beautiful. But it’s not the right size. It’s too small.”
3. Genie says, “Take off the green dress. Let’s try a green shirt and a skirt.”
4. Anna says, “These clothes are formal: a suit jacket, a dress shirt and a tie! They look great!”

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

## ***Writing***

Give the writing assignment as an in-class activity or homework.

Write the topic on the board:

What do you like to wear when you go to a special event, such as a birthday party, a wedding, a sports game or something else? What do your family members or friends wear?

Students write one paragraph on the topic. If an in-class activity, after students have written their paragraphs, put them into small groups to share what they wrote about.

At the end, ask a few volunteers to share with the whole class.

## Resources

### *Conversation*

- Anna: Hi, there! In Washington, D.C. people do many things in the evening. They go listen to music. They eat at a restaurant. They go to the theater.
- Anna: Tonight I am going to the theater with my friends. But I don't know what clothes to wear. Maybe this magazine can help.
- Anna: Her clothes are beautiful! I really want a friend like her to help me.
- Anna: Who are you?
- Genie: I am Genie! You want help. I am here to help you find the right clothes!
- Anna: Awesome! How about jeans and a t-shirt?
- Genie: No! Jeans and a t-shirt are too casual. How about something more formal?
- Anna: Sure! Wow! Genie, this dress is beautiful. But it's not the right size. It's too small.
- Genie: Yes, it is too small. But green looks great on you.
- Anna: Thanks.
- Genie: Take off the green dress. Let's try a green shirt and a skirt.
- Anna: Oh, Genie! This green shirt is too large and this orange skirt is too orange.
- Genie: Yes, the right size for you is medium. Let's try again.
- Anna: Oh, I don't like this outfit.
- Genie: No. That does not match.
- Anna: Nothing. These clothes are formal: a suit jacket, a dress shirt and a tie! They look great!
- Genie: Those clothes look great ... for a man! Something is wrong.
- Anna: Let me see.
- Anna: There. Now try.
- Genie: Oh. Thanks! Now these clothes look great on you!
- Anna: They do! Um, Genie, can you put on a gold belt?
- Genie: Sure!
- Genie: That looks great.
- Anna: Can you put on a jacket?
- Genie: Why not?
- Anna: I love the jacket! How about a hat?
- Genie: Why not?
- Genie: Mm, take off the hat. That's better.
- Anna: Genie, these clothes look and feel great! Let's go to the theater!
- Genie: Sorry, Anna. I have to help other friends. Go to the magazine if you want me to help again.
- Anna: Thanks, Genie. Sure thing. Goodbye!
- Genie: Goodbye!
- Anna: There are many places in DC to go for a great evening out! And it's nice to have a friend to help me look my best. Until next time! Bye!

## Key Words

**casual** - *adj.* designed for or permitting ordinary dress, behavior or something else

**clothes** - *n.* the things that people wear to cover their bodies and that are usually made from cloth

**formal** - *adj.* requiring or using serious and proper clothes and manners

**large** - *adj.* great in size or amount

**magazine** - *n.* a type of thin book with a paper cover that contains stories, essays, pictures, etc.

**man** - *n.* an adult male human being

**match** - *v.* to be suited to (someone or something); to go well with (someone or something)

**medium** - *n.* something that is sold in a medium size; something that is the middle size when compared with things that are larger and smaller

**music** - *n.* sounds that are sung by voices or played on musical instruments

**nothing** - *pron.* not anything; not a thing

**outfit** - *n.* a set of clothes that are worn together

**put on** - *phrasal verb* to dress yourself in (clothing)

**restaurant** - *n.* a place where you can buy and eat a meal

**size** - *n.* one of a series of standard measurements in which clothing, shoes, etc., are made

**take off** - *phrasal verb* to remove (something)

**theater** - *n.* a building where plays, shows, etc., are performed on a stage

**too** - *adv.* usually used at the end of a sentence or clause; in addition; also

**wear** - *v.* to use or have (something) as clothing; to have (a shirt, pants, etc.) over part of your body

## Quiz - Level 1, Lesson 14 - How About This?

Listen. Circle the letter of the correct answer.

### 1. Which clothes are too casual?

- a. A hat and skirt are too casual.
- b. Jeans and a mini-skirt are too casual.
- c. A t-shirt and jeans are too casual.

### 3. What does Genie want Anna to try?

- a. Genie wants Anna to try a green shirt and a skirt.
- b. Genie wants Anna to try a green dress and a shirt.
- c. Genie wants Anna to try a green hat and a red dress.

### 2. What does Anna say about the dress?

- a. Anna says that the dress is not beautiful.
- b. Anna says that the dress is too small.
- c. Anna says that the dress is the right size.

### 4. What does Anna put on?

- a. Anna puts on a jacket and a t-shirt.
- b. Anna puts on a skirt and a t-shirt.
- c. Anna puts on a tie and a dress shirt.
- d. Anna puts on shorts and a shirt.

STEP 1

Fill in the blanks to complete the names of the clothing below.



p a n t s 1



\_ \_ t 2



j \_ k 3



\_ o c k 4



\_ r \_ s 5



\_ s h 6



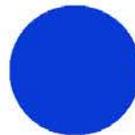
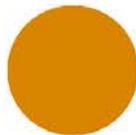
s h \_ \_ 7



s \_ \_ t 8

STEP 2

Draw lines to match the name of the color with the correct color.



orange

red

purple

blue

yellow

green

STEP 3

Look at what these people are wearing. Write the name and color of four more pieces of clothing on the people. Then draw lines to those pieces of clothing.

\_\_\_\_\_



red socks



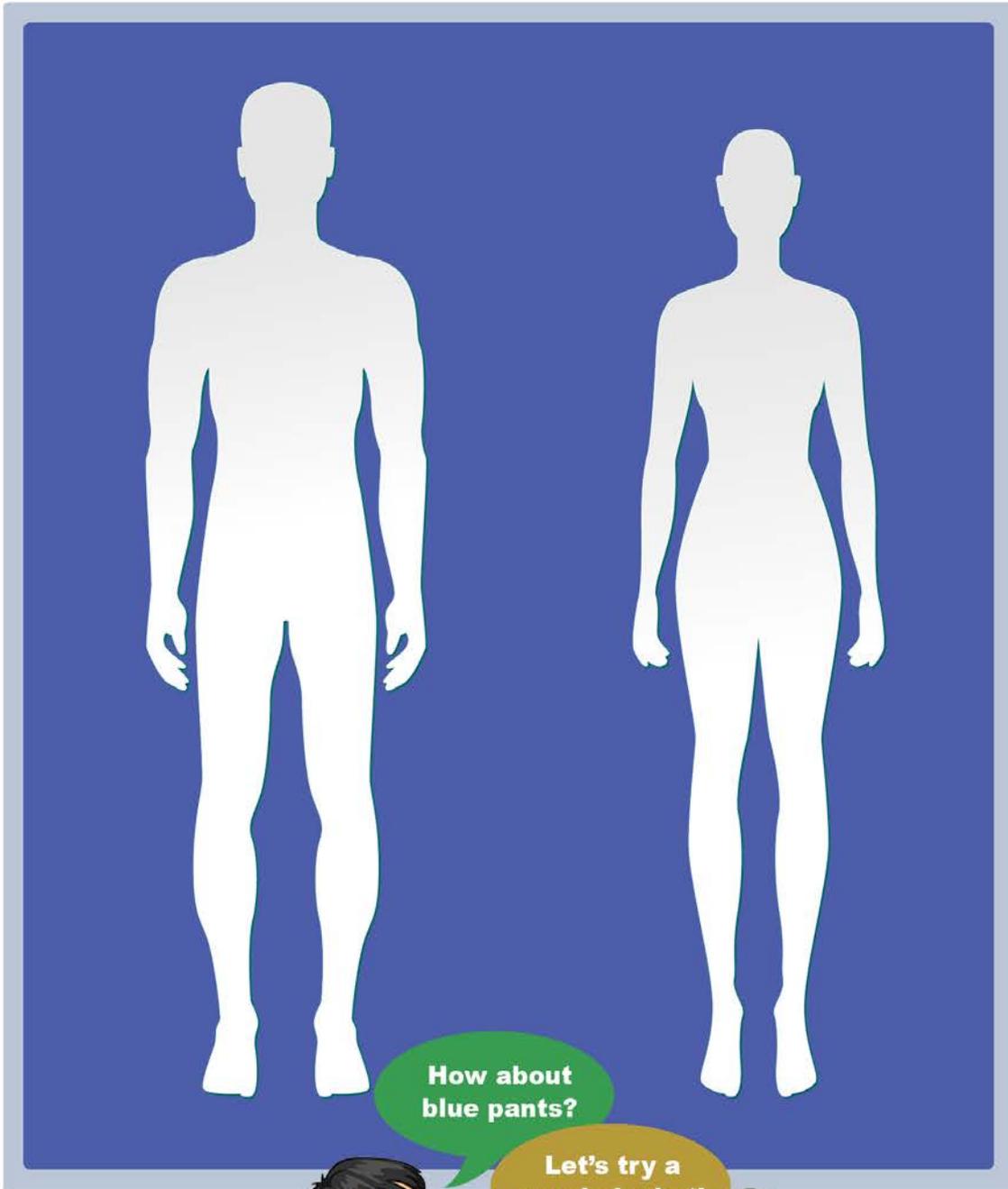
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

STEP 4

Now work with a partner. Talk with your partner about the clothing you want to draw on the blank picture of the person below. Then draw the clothing on the person.



How about  
blue pants?

Let's try a  
purple jacket!





**LEVEL 1**  
**LESSON 15**  
**I LOVE PEOPLE-**  
**WATCHING**

**Topics**

Describing differences and similarities  
Watching people

**Prepare Before Class**

Thesaurus and dictionary  
One clear photo of a famous person of your choice

**Learning Strategy**

Find Out

**Goals**

**Grammar:** Descriptive adjectives; tag questions

**Pronunciation:** Rising and falling intonation in tag questions

**Speaking:** Non-verbal expressions of happiness

**Day 1**

***Introduce the Lesson Topic***

Say to students, “Today we will learn to describe people. What do I look like?”

Point to your hair and give an example: “My hair is... (curly, straight, black, blond, dark, light or something else).”

Say “And am I tall or short? I am....(tall or short).”

Ask students, “Where or when do you need to describe a person?” Some answers may include, talking about a friend, looking for someone, or writing to a friend.

Continue, “There are many times when we need to describe people. Let’s find out how to do that today. We will learn how to look for new words to describe a person.”

## Teach Key Words

Have students listen to the Speaking Practice video and say the new words for this lesson or repeat them after you.

After the key words, the Speaking Practice video teaches how to show happiness without words. The word students will learn is “Ahh.”

### Speaking Practice Script – Lesson 15

#### 1. Showing Happiness Without Words:

In English, speakers make sounds that express feelings or ideas.

In the video, you hear Ashley and Anna make sounds that show they are happy:

Ashley: Yes, it is. Ahh. Ooh, we have to return to work!

#### 2. Ms. Weaver: Let’s sit!

Anna: Sure!

Ms. Weaver: It’s a beautiful day, isn’t it?

Anna: Until next time. Ahh.

Now, you try it:

English is easy now. Ahh.

(students repeat)

## Day 2

### Learning Strategy

Ask students, “What do you do when you don’t know a word in English?” Possible answers may include, “I ask my classmate,” “I ask my (family member),” “I ask the teacher” or “I find the word in a dictionary.”

Explain to students, “It’s good to learn how to find out more about English for yourself. The strategy Find Out means to ask for or find information to help you use and learn English. When we are describing the people today, we will use the Find Out strategy to help us learn new words. Let’s try it.”

Ask students to make groups of four. Hand out copies of the Activity Sheet. Give a thesaurus to one person in each group. Give a bilingual dictionary to another person in each group. Make sure every student has paper and a writing tool to take notes. Tell students, “Look at the Activity Sheet. Match the words with the images of the people. When you finish, check your answers with a classmate.”

Say, "Let's imagine we are watching people today!" Hand out the image you have printed or cut from a magazine. Tell students, "To describe these people, I want you to use words that are NOT on the Activity Sheet."

Show students how to describe someone by using this picture of famous singer Beyoncé:



Say, "Beyoncé has long, wavy hair, painted eyes and shiny clothes."

Say, "Now, you try it. Find four or five new words (not on the Activity Sheet) that you can use to describe the person in the picture. Use your thesaurus or dictionary to help." Here are two online resources:

Thesaurus Dictionary: <https://www.thesaurus.com>

Learners' Dictionary: <http://learnersdictionary.com>

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

Tell students that the video will show Anna sitting in a park with friends. Play the main video or ask a few students to read the conversation.

#### **Main Video Script – Lesson 15**

1. Listen:

The weather is beautiful, isn't it?

Now, you try it:

The weather is beautiful, \_\_\_\_? (isn't it)

3. Listen:

What does she look like?

Now, you try it:

What does she \_\_\_\_ \_\_\_\_? (look like)

2. Listen:

Yes, it is.

Now, you try it:

Yes, \_\_\_\_ \_\_\_\_\_. (it is)

4. Listen:

She is short. She has straight hair.

Now, you try it:

She is \_\_\_\_\_. She has \_\_\_\_ hair. (short, straight)

## Tag Question Practice

The Pronunciation Practice video teaches about tag questions. Before playing it, explain that tag questions are the short questions we add to the end of a sentence. Tag questions are often used for checking information that we think is true.

### Pronunciation Practice Script – Lesson 15

1. English speakers sometimes add a short question to the end of a statement. These are called “tag” questions.

After positive statements, we use a negative tag:

Anna: Ashley, today the weather is beautiful, isn't it?

After negative statements, we use a positive tag:

It's not raining, is it?  
(Rising intonation)

English speakers have two ways to say tag questions.

One way is to make your voice go up. This happens when the speaker is asking a question and wants the other person to answer.

Notice how Anna's voice goes up when she says the tag question:

Anna: Ashley, today the weather is beautiful, isn't it? (rising intonation)

2. The other way to say a tag question is to keep the voice level or go down. This happens when the speaker is sure of what she is saying.

Ms. Weaver: It's a beautiful day, isn't it?

Now, you try it:

You are studying English, aren't you?  
You are studying English, \_\_\_ \_\_\_? (aren't you?)

Answer a tag question with a short “yes” or “no” answer:

Ashley: Yes, it is.

Listen:  
You are studying English, aren't you?

Speak:  
Yes, \_\_\_ \_\_\_. (I am)

Say, “Now we will practice tag questions some more.”

Write this example on the board:

You are studying English, aren't you?

Tell students that, in the tag question, you take the first part of the statement (“You are”) and put it at the end, then you change the position (“are you”). If the statement is positive, change the tag to negative (“aren’t you?”).

Put students into groups of four.

Write these examples on the board:

You aren’t from (city name), \_\_\_?

You like (food name) a lot, \_\_\_?”

We are studying English, \_\_\_?

The weather is (bad or good) today, \_\_\_?

“The baby is very pretty, \_\_\_\_\_he/she?

Tell students to work together to come up with the answers. Ask one student from each group to write the answers on the board. Check answers together as a class.

If there is time, ask each group to make one tag question and then ask one volunteer from each group to read it aloud.

## Day 4

### Quiz

This quiz does not have audio prompts. You can play the main video again so students can remember the conversation. Or, ask a few students to read the conversation aloud.

Give each student a paper copy of the quiz and ask them to choose the correct answer.

For teacher reference, here are the answers:

1. Anna says, “Ashley, today the weather is beautiful, isn’t it?”
2. Ms. Weaver does not have dark, curly hair. She has straight, light hair.
3. Keyana says, “It is. For example, Anna, you are tall. But Ashley and I are short.”
4. Anna says, “Ashley, you have straight hair. Keyana and I have curly hair.”

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

## ***Writing***

Discuss the vocabulary that may be used for the topic, such as: *blue, brown, curly, dark, light, glasses, hair, long, short, skin, straight, and tall.*

Ask students to choose a classmate to describe but don't tell anyone whom they chose.

Write the writing topic on the board:

What does your classmate look like?

Tell students, "Write a few sentences. Be sure to use three or four descriptive words."

Afterward, ask students to exchange papers with another student and guess which classmate they described.

### *Conversation*

- Anna: Hello! People from all over the world come to Washington, D.C. When I'm at work, I love eating lunch outside. I like to watch people walking by. They all look very different. Today, my friend Ashley is eating lunch with me.
- Anna: Ashley, today the weather is beautiful, isn't it?
- Ashley: Yes, it is. Ahh. Ooh, we have to return to work!
- Anna: No, we have time! Let's people-watch a little more.
- Ashley: Okay.
- Anna: Oh, I know her. She works in my office! Keyana, hi! Come and join us!
- Keyana: Hi Anna, how are you?
- Anna: I'm doing great! Keyana, this is my friend Ashley.
- Keyana: Hi, Ashley!
- Anna: We need to return to work. But the weather is beautiful and people-watching is fun!
- Keyana: I love people-watching too!
- Anna: Well, have a seat! It is fun to see how people are different or the same.
- Keyana: It is. For example, Anna, you are tall. But Ashley and I are short.
- Anna: And Keyana, you and Ashley have brown eyes; I have blue eyes.
- Keyana: You two have light skin and I have dark skin.
- Anna: Ashley, you have straight hair. Keyana and I have curly hair.
- Ashley: You have very curly hair, Anna.
- Keyana: I need to return to work. See you, Anna! Nice to meet you Ashley!
- Ashley: Bye, Keyana!
- Ashley: Anna, I have to go, too. Are you returning to work?
- Anna: I still have time. And this sun feels so good!
- Ashley: Um, Anna, what does your boss look like?
- Anna: She is short. She has straight, light hair.
- Ashley: Does she wear glasses?
- Anna: Yes. Yes, she does.
- Ashley: Is she wearing a blue sweater today?
- Anna: How do you know that?
- Ashley: She's coming this way.
- Anna: Oh no! Hide me!
- Ashley: Um, bye, Anna. Call me later.
- Anna: Bye, Ashley! Talk to you later!
- Caty: Anna? Is that you?
- Anna: Ms. Weaver! Hi!
- Caty: What are you doing behind that bench?
- Anna: I am looking for my, my ... stick. Here it is.

Anna: I am people-watching. Oh! But it's time to return to work!  
Caty: No need to hurry. I love people-watching too! Let's sit!  
Anna: Sure! Ahh.  
Caty: It's a beautiful day, isn't it?  
Anna: Yes. Yes, it is, Ms. Weaver.  
Anna: People-watching in D.C. is fun. It makes me forget the time!  
Anna: Until next time! Ahh.

## Key Words

**bench** - *n.* a long and usually hard seat for two or more people

**blue** - *adj.* having the color of the clear sky

**brown** - *adj.* having a color like coffee or chocolate

**curly** - *adj.* formed into a round shape

**dark** - *adj.* of a person's hair, eyes, skin, etc.: black or brown in color

**eyes** - *n.* the part of the body that you see with

**forget** - *n.* to be unable to think of or remember (something)

**glasses** - *n.* a pair of glass or plastic lenses set into a frame and worn over the eyes to help a person see

**hair** - *n.* a thin threadlike growth from the skin of a person or animal

**hide** - *v.* to put (something) in a place where it cannot be seen or found

**join** - *v.* to come together with (something or someone)

**light** - *adj.* not dark or deep in color; pale

**like** - *prep.* similar to

**look like** - to have an appearance that is very similar to (someone or something)

**people-watch** - *v.* to spend time idly observing people in a public place.

**seat** - *n.* something (such as a chair) that you sit on; a place for sitting

**have a seat** - a polite invitation to sit down.

**short** - *adj.* having little height; not tall

**skin** - *n.* the natural outer layer of tissue that covers the body of a person or animal

**stick** - *n.* a cut or broken branch or twig

**straight** - *adj.* not having curves, bends, or angles

**tall** - *adj.* greater in height than the average person

## Quiz - Level 1, Lesson 15 - I Love People Watching!

Circle the letter of the correct answer.

1. Choose the correct tag question:  
“The weather is beautiful, \_\_\_\_\_?”

- a. isn't it?
- b. is it?
- c. it isn't?
- d. it is?

3. What does Anna look like?

- a. Anna is short.
- b. Anna has straight hair.
- c. Anna has dark skin.
- d. Anna is tall.

2. Which of these describes Ms. Weaver?

- a. She has dark, curly hair.
- b. She is wearing a blue sweater.
- c. She is wearing glasses.

4. How are Anna and Keyana different than Ashley?

- a. Ashley has curly hair, but Anna and Keyana have straight hair.
- b. Anna and Keyana have dark skin, but Ashley has light skin.
- c. Anna and Keyana have curly hair, but Ashley has straight hair.
- a. Ashley is tall, but Anna and Keyana are short.

STEP 1

Match the picture with the correct features. Draw lines from the pictures to the matching features.

young



short

short hair



straight hair

curly hair



old

no hair



long hair

tall



glasses

STEP 2

Now pretend you are writing about your best friend in an email. Describe how your friend looks using the features above.

To: learningenglish@voanews.com  
 Subject: What does your best friend look like?

Dear VOA,  
 My best friend's name is \_\_\_\_\_ . \_\_\_\_\_ has

SEND

STEP 3

Now turn your paper over. Listen to your partner read what they wrote. Draw a picture of their best friend on the back of this paper.

She has long hair and she is...



What does your best friend look like?



**LEVEL 1**  
**LESSON 16**  
**WHERE ARE YOU FROM?**

<b>Topics</b> Countries and nationalities Tourism activities	<b>Prepare Before Class</b> Handout with flags and names of countries
<b>Learning Strategy</b> Monitor	<b>Goals</b> Grammar: Nationality and language names used as nouns and adjectives Pronunciation: Saying 'a couple of' quickly Speaking: Talking about countries, languages and nationalities

**Day 1**

***Introduce the Lesson Topic***

Say, "Today we will learn about countries and languages."

Ask students, "Do you like to travel?" Say, "What do you like to do when you travel?"

(Students in some situations may not have been able to travel. For these students, ask them if they would like to travel in the future and what they would like to do in those places.)

Write their answers on the board. Possible answers may include: see the local culture, talk to new people, try new foods, visit museums, see memorials and monuments and go to parks.

Say, "When you travel, do people ask you about your home country? What do you say about your nationality, or where you are from?" As students answer, write the names of countries and nationalities they talk about on the board.

Continue, "When we travel, we often talk about countries, nationalities and languages. Let's

learn how to do that in English today. We will also learn how to use the strategy Monitor when we talk about these things.”

### **Teach Key Words**

Ask students to listen to the Speaking Practice video and say the new words for this lesson or repeat them after you.

After the key words, the video teaches how to talk about where you are from.

#### Speaking Practice Script – Lesson 16

1. There are two ways to answer the question, “Where are you from?”

One is to say, “I am from \_\_\_ (student’s country).”

The other is to say your nationality: “I’m \_\_\_ (student’s nationality).”

2. Listen to Mehrnoush answer Anna’s question:

Anna: What is your name and where are you from?

Mehnoush: My name is Mehrnoush. I’m from Iran. I’m Iranian.

Now, you try it.

What is your name and where are you from?

My name is \_\_\_ (student’s name) and I’m from \_\_\_ (student’s country).

I’m \_\_\_ (student’s nationality).

### **Present the Conversation**

Tell students the video will show Anna talking to tourists in Washington, D.C. She learns where they are from and the languages they speak.

Play the video or ask a few students to read the conversation. Tell students to respond when there are pauses in the video.

#### Main Video Script – Lesson 16

1. Listen:

What country are you from?

Speak:

What country \_\_\_ \_\_\_ from? (are you)

3. Listen:

What languages do you speak?

Speak:

What \_\_\_ \_\_\_ you speak? (languages do you)

2. Listen

I’m from Bangladesh

Speak:

I’m from \_\_\_\_\_. (Bangladesh or use name of student’s country)

4. Listen:

I speak Chinese and English.

Speak:

I speak \_\_\_ and \_\_\_\_\_. (Chinese, English)

## Activity 1

Tell students, “Now, we are going to practice this some more.” There are two Activity Sheets for this lesson. Give students copies of the one with the map at the top.

Tell students, “Look at the Activity Sheet. Work with a partner to fill in the names of the countries in the spaces on the sheet.”

Say, “Then walk around and ask three classmates where they are from (or where they would like to visit, if all are from the same country). Then ask what they like about the country. Remember the polite way that Anna begins. ‘Excuse me, do you have time for an interview?’ or, ‘Excuse me, do you have time for a couple of questions?’”

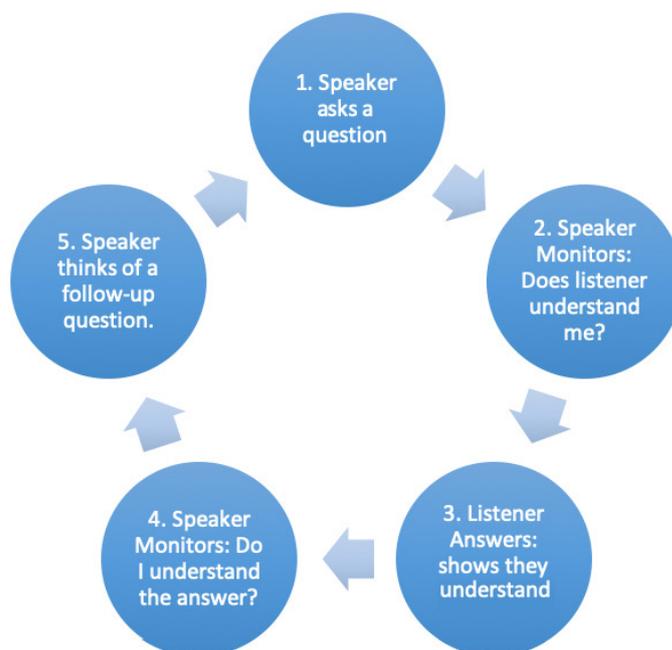
Ask several students to share one thing they learned about their three classmates.

## Learning Strategy

Tell students that they will learn how to listen closely to other people.

Give an example. Ask, “What happens when Anna asks a question?” Give students time to answer. Possible answers may include: people stop to talk with her and the person answers the question.

Tell students that often Anna asks a second question. “She has to listen to the answer to her first question before she asks the next question. What do you think happens in her mind?” Encourage students to think through the process. Draw or show the following picture on the board:



Point to each step as you explain to students. Say, “This is what happens in your mind when you ask a question. You watch other people to see if they understand. If they do, they answer the question. Do you understand their answer? What can you ask next?”

## ***Activity 2***

Give students the Activity Sheet with flags and names of countries. Have students stand in two rows.

Tell students on the left: “You will start the conversation. Remember to monitor what you are hearing. Do you understand? To make sure, you will write the answer on your paper.”

Tell students on the right: “Imagine you are from one of these countries. Use the flags or names on your paper to choose a country. Remember to monitor what you are saying. Are you speaking clearly? You can check by looking at your partner’s paper. Did they write down your answer correctly?”

Have pairs of students show how to carry on the conversation:

Student A: Excuse me, do you have time for a couple of questions?

Student B: Yes.

Student A: What is your name and where are you from?

Student B: My name is \_\_\_\_\_. I am from \_\_\_\_\_.

Student A: What languages do you speak?

Student B: I speak \_\_\_\_\_ and \_\_\_\_\_.

Student A writes answer on sheet.

Remind students to check the answer written on the partner’s paper. Say, “You can monitor like this anytime you are speaking English or listening to English.”

Have the first student on the left move to the back of the line. The other students should shift down and continue asking the questions to the next student. This will give every student a new partner for practice.

After three rounds of such shifts, have the students on the right ask the questions for three rounds. Students may change the country they imagine they are from.

## ***Pronunciation Practice***

The Pronunciation Practice video teaches the common pronunciation of the words “a couple of.”

### Pronunciation Practice Video Script – Lesson 16

1. When English speakers use the words “a couple of” to talk about two things, they often say “of” quickly. It sounds like “a couple-a.”

Listen to Anna Ask a tourist to answer a “couple of” questions:

Anna: Oh! Excuse me. I’m Anna Matteo from The News. Do you have time for a couple of questions?

2. Now, you try it. You are buying coffee for a friend. Ask for a couple of coffees at the coffee shop.

Can I have a couple-a coffees?

Can I have a \_\_\_\_\_ coffees? (couple-a)

Tell students they are going to practice saying “a couple-a” some more.

Ask them to look around the room for things that there are two or more of. Ask them to name those things. Possibilities include: books, papers, tables, chairs, boards, teachers, students, girls, boys, cups, shoes, legs, arms, hands and more.

Ask students to think about things outside the classroom that come in pairs. Possible answers include: relatives, friends, foods, objects, and games and things such as plants, animals and clouds.

Ask students to work in pairs to make questions or statements with “a couple of.” There may be more than two of something, but they can point to the two.

Give them a few examples first. Then write the sentences on the board:

There are a couple of books on the table.

Do you have a couple of (dollars)?

Then, ask several volunteers to share their examples with the class.

## **Quiz**

This quiz does not have audio prompts. You can play the main video again so students can remember the conversation. Or, ask a few students to read the conversation aloud.

Give each student a paper copy of the quiz and ask them to choose the correct answer.

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

## **Writing**

Discuss the key words that may be used for the topic in class. Write some of them on the board for students to use in their written work.

Write the writing topic on the board. Tell students to write their answers in complete sentences.

Where are you from?

What languages do you speak?

What do you like to do when you travel?

Or, use the questions below for students who cannot or have not traveled:

Where do you want to travel to?

What do you want to do in that place or those places?

Give students time to write.

If an in-class activity, ask a few students to share their writing with the class.

### **Conversation**

- Anna:** Hello! Washington, D.C. has many tourists! People from different countries come here. Today, my job is to interview tourists. I have to learn why they come here. This is very exciting! Excuse me. I'm Anna Matteo from The News. Do you have time for an interview?
- Sabrina:** Sure, I have time.
- Anna:** What is your name?
- Sabrina:** My name is Sabrina.
- Anna:** What country are you from?
- Sabrina:** I'm from Bangladesh.
- Anna:** So, you are Bangladeshi.
- Sabrina:** That's right! My nationality is Bangladeshi.
- Anna:** Do you like Washington, D.C.?
- Sabrina:** Yes! The city is very beautiful!
- Anna:** What do you like to do in Washington D.C.?
- Sabrina:** I like history. So, I like walking around and looking at all the monuments and memorials. They make history come alive!
- Anna:** Washington has many monuments and memorials. The Washington Monument is behind us! Which is your favorite?
- Sabrina:** I really like Lincoln Memorial. It is very beautiful. And it feels like Abraham Lincoln is still alive.
- Anna:** Awesome. Thank you for your time, Sabrina!
- Sabrina:** You're welcome.
- Anna:** Let's find another tourist.
- Anna:** Oh! Excuse me. I am Anna Matteo from The News. Do you have time for a couple of questions?
- Louis:** Sure!
- Anna:** Are you from Washington, D.C.?
- Louis:** No, I'm not.
- Anna:** What is your name and where are you from?
- Louis:** My name is Louis. And I'm from China.
- Anna:** What languages do you speak?
- Louis:** I speak Chinese and English.
- Anna:** What do you like about Washington DC?
- Louis:** I like the museums. I really like the art museums.
- Anna:** Many of the museums are free.
- Louis:** I like that too!
- Anna:** Awesome! Thanks for your time, Louis.

Louis: You're very welcome. Bye!

Anna: Now, let's find another tourist!

Anna: Hello! I am Anna Matteo from The News. Do you have time to answer a couple of questions?

Mehrnoush: Sure!

Anna: What is your name and where're you from?

Mehrnoush: My name is Mehrnoush. I am from Iran. I'm Iranian.

Anna: What language do they speak in Iran? Is it Persian?

Mehrnoush: They speak Farsi.

Anna: What do you like to do in Washington DC?

Mehrnoush: Well, I like learning about government and politics.

Anna: Washington has many politicians!

Mehrnoush: It does! I want to see the U.S. Capitol.

Anna: Look, you are very near.

Mehrnoush: I am!

Anna: Have fun!

Mehrnoush: Thanks!

Anna: There you have it. Tourists from all over the world come to Washington, D.C. They all like doing and seeing different things in the city. This is Anna Matteo reporting for The News. Until next time!

Anna: Is that okay? Awesome! Now, I want to do my favorite thing in the city ... ride the carousel!

## Key Words

**Abraham Lincoln** – *n.* the 16th President of the United States

**alive** – *adj.* living; not dead

**art** – *n.* something that is created with imagination and skill and that is beautiful or that expresses important ideas or feelings

**carousel** – *n.* a machine or device with a moving belt or part that carries things around in a circle

**country** – *n.* an area of land that is controlled by its own government

**couple** – *n.* two (things) or a few (things)

**favorite** – *n.* a person or a thing that is liked more than others

**free** – *adj.* not costing any money

**government** – *n.* the group of people who control and make decisions for a country, state, etc.

**history** – *n.* the study of past events

**memorial** – *n.* something (such as a monument or ceremony) that honors a person who has died or serves as a reminder of an event in which many people died

**monument** – *n.* a building, statue, etc., that honors a person or event

**museum** – *n.* a building in which interesting and valuable things (such as paintings and sculptures or scientific or historical objects) are collected and shown to the public

**nationality** – *n.* the fact or status of being a member or citizen of a particular nation

**question** – *n.* a sentence, phrase, or word that asks for information or is used to test someone's knowledge

**politics** – *n.* activities that relate to influencing the actions and policies of a government or getting and keeping power in a government

**ride** – *v.* to sit on and control the movements of (a horse, motorcycle, bicycle, etc.)

**tourist** – *n.* a person who travels to a place for pleasure

**U.S. Capitol** – *n.* the building in which the U.S. Congress meets in Washington, D.C.

## Countries / Nationalities / Languages

**Bangladesh** – *n.* a country in Asia

**Bangladeshi** – *n.* a native or inhabitant of Bangladesh. *adj.* of, relating to, or characteristic of Bangladesh or its people.

**China** - *n.* People's Republic of, a country in East Asia.

**Chinese** - *n.* the standard language of China, based on the speech of Beijing; Mandarin; a native or descendant of a native of China

**Chinese** - *adj.* of or relating to China, its inhabitants, or one of their languages

**Iran** - *n.* a republic in the Middle East.

**Iranian** - *adj.* of or relating to Iran, its inhabitants, or their language; of or relating to the Iranian languages.

**Iranian** - *n.* a subbranch of the Indo-European family of languages, an inhabitant of Iran; Persian.

**Farsi** - *n.* the modern language spoken in Iran and western Afghanistan, written in the Arabic alphabet; modern Persian.

**Persian** – *adj.* of or relating to ancient and recent Persia (now Iran), its people, or their language.

**Persian** – *n.* a member of the native peoples of Iran; the principal language of Iran and western Afghanistan, in its historical and modern forms.

## Quiz - Level 1, Lesson 16 - Where Are You From?

Listen. Circle the letter of the correct answer.

1. Anna wants to know about Louis's country. Pick the right question:

- a. What is your country?
- b. Where is your family?
- c. Where are you from?
- d. What is your name?

3. How does Anna politely ask Sabrina to talk with her?

- a. Excuse me for asking you a question.
- b. Thank you for answering my questions.
- c. Excuse me. Do you have time for an interview?
- d. You are welcome to interview me.

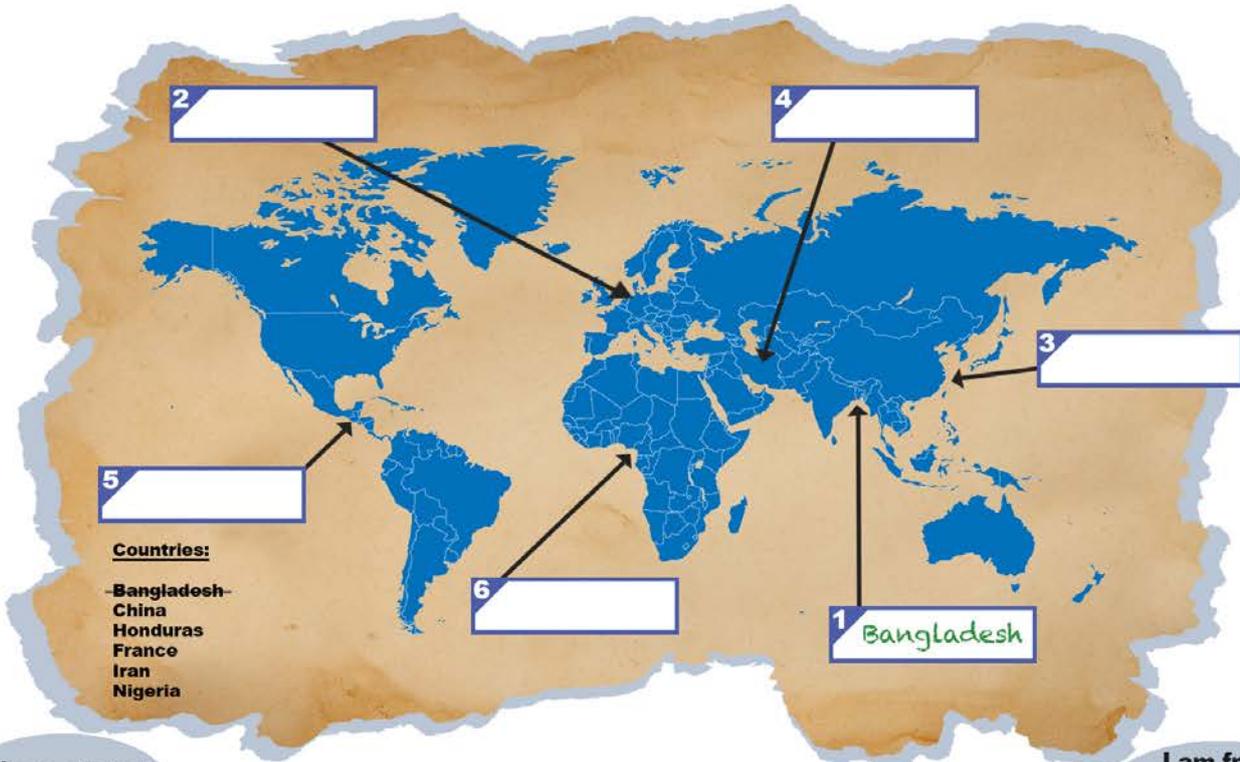
2. Anna wants to know about Sabrina's interests. What does she ask?

- a. What are you doing today?
- b. What do you like to do?
- c. Where are you from?
- d. What language do you speak?

4. What does Mehrnoush like to do in Washington, DC?

- a. Mehrnoush wants to go into government.
- b. She wants to be a politician.
- c. Mehrnoush is looking for the Lincoln Memorial.
- d. She likes to learn about politics and government.

First, write the name of the countries in the correct spaces on the map below. Next write the nationality of the people who live in those countries next to their flag. Then ask three friends where they are from and what they like about their countries.



Where are you from?

What do you like about France?



1

 B a n g l a d e s h i

 I a i n

 C h e

H n d u n 

i g i a n 

r e h 

I am from France.

I like the city of Paris.



Write the answers from your friends here.

Name	Nationality	What they like about their country
Jean	French	He likes the city of Paris.

Have students form two lines.  
One student pretends to be from a country. The other  
asks the questions and writes the languages.

### Where are you from?



**Bangladesh**



**Italy**



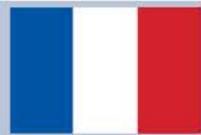
**China**



**Honduras**



**Nigeria**



**France**



**Vietnam**



**Mexico**



**United States**



**Cambodia**

### What languages do you speak?

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**LEVEL 1**  
**LESSON 17**  
**ARE YOU FREE**  
**ON FRIDAY?**

<b>Topics</b>  Talking about schedules and leisure time activities	<b>Prepare Before Class</b>  Student names on pieces of paper Two-page class schedule sheet
<b>Learning Strategy</b>  Evaluate	<b>Goals</b>  Grammar: Simple Future tense with 'will' and 'going to' Pronunciation: Shortened forms of future verbs and invitations Speaking: Future verb forms

**Day 1**

***Introduce the Lesson Topic***

Tell students, "Today, we will talk about schedules and doing activities with friends."

Ask students, "What are some things you like to do with your friends?" Write their answers on the board.

Ask, "Is it easy or difficult to find time to be with your friends? Why?" Tell students to share their answers with their neighbor.

Tell students, "In this lesson, Anna wants to see a movie with a friend. But they are both very busy. Will they find a time to get together? We will find out, but first let's learn some new words."

## ***Teach Key Words***

Ask students to listen to the Speaking Practice video and say the new words for this lesson or repeat them after you.

After the key words, the Speaking Practice video teaches two ways of saying what will happen in the future.

### **Speaking Practice Script – Lesson 17**

English has two ways to show something is happening at a future time.

1. To form the simple future, use “will” and then the simple form of the verb. Listen to Anna talking about her schedule:

Anna: This Wednesday night, I will be busy.

In everyday conversation, “will” often gets shortened, which can be difficult for English learners to hear:

Marsha: I’ll do my errands on Sunday.

You can use “will” to express a desire to do something.

2. The second form of the simple future is BE + going to.

Use “be going to” when you already have a plan to do something.

Marsha tells about her plan:

Marsha: I’m going to jog in the park with my friend.

Now, you try it.

What are you going to do this weekend?

I’m going to \_\_\_\_\_. (student choice)

## ***Present the Conversation***

Tell students the video will show Anna and her friend Marsha trying to make plans to see a movie.

Play the main video. Tell students to respond when there are pauses in the video.

## Main Video Script – Lesson 17

1. Listen:

Are you busy this Thursday?

Speak:

Are \_\_\_ \_\_\_ this Thursday? (you busy)

3. Listen:

Do you jog?

Speak:

\_\_\_ \_\_\_ jog? (Do you)

2. Listen

Yes, I am going to tap dance Thursday night.

Speak:

Yes, I \_\_\_ \_\_\_ to tap dance Thursday night.  
(am going)

4. Listen:

I will try it.

Speak:

I \_\_\_ try it. (will)

### *Talking About the Future*

Tell students, “Now, we are going to practice ‘will’ and ‘be going to’ some more.”

Ask two students to come to the front of the class. Ask one student about the class after this one. “What class do you have at [2:00]?” Tell the student to answer with “will,” as in “I will have Math class.”

Turn to the other student and say: “Now ask [the other student] about after school. Use “going to.” The student should ask, “What are you going to do after school today?” Thank the two students and ask them to sit down.

Write on the board:

#### FUTURE FORMS

Use WILL to say what you want to do.

Use BE GOING TO to say what you plan to do.

Tell the class, “Find a partner. Move your chairs so they are back-to-back.” If your classroom’s chairs do not move, tell students to stand in two lines, so that they are back-to-back and looking away from each other.

Separate the Class Schedule Activity Sheets. Give the “A” schedule to one partner, and the “B” schedule to the other partner.

Say, “Here is a student schedule. Your partner will have a different schedule. Do not show your partner your schedule. Ask questions like the ones you see on the sheet. Listen carefully to your partner’s answers. Write what you hear.”

When all students have completed the activity, ask them to return to their seats. Ask the students to check their Class Schedule sheets, comparing with those of their partners.

## Day 2

### ***Learning Strategy***

Tell students, “In today’s lesson, you will think about how well you are learning, remembering and practicing English.”

Say, “We think after doing many things. For example, in the video for this lesson, Anna and Marsha talk about jogging. Anna thinks about her plan to jog and says, ‘I will try because it is good for you.’ Then, Marsha thinks about her feelings after jogging. ‘I always feel great after I jog.’ Taking time to stop and think can help you learn English.”

Say, “In this lesson, we practice stopping and thinking about our learning.”

Give each student a copy of the days-of-week Activity Sheet. Tell them to work on Part 1. Tell them to check the boxes and write the activities on their calendar. Then ask students to complete Part 2.

After the activity, say, “Now is your chance to think about your learning. How well did you do in the activity? What can you do better the next time? Did you say the days of the week clearly so your partner could understand?” Take several responses from students.

## Day 3

### ***Pronunciation Practice***

The Pronunciation Practice video teaches how to pronounce shortened future forms. On the next page, you will find the script for the video.

## Pronunciation Practice Video Script – Lesson 17

### 1. Gonna

In casual conversation, most Americans will change “going to” to “gonna.”

Listen to Anna say, “Okay, but the new Star Wars movie’s gonna start in 30 minutes.”

We’ll

When English speakers say, “we will,” they often shorten it to “we’ll.” Listen to Anna say, “Marsha, it looks like we’ll never have time to see a movie.”

### 2. Wanna

Many Americans also change “want to” to “wanna.” Listen to Marsha asking Anna about seeing a movie:

Marsha: Busy as usual. Hey, do you wanna see a movie with me?

Now, you try it. Use “wanna” in a sentence.

I \_\_\_\_\_ learn English!

I wanna learn English!

Tell students they are going to practice “wanna” some more. Ask them to think about two or three things they want to do in the future.

Write an example on the board. Underline the words “want to” in the first sentence and “wanna” in the second sentence.

I want to learn how to drive a motor bike.

I wanna learn how to ride a motor bike.

Remind students that “want to” changes to “wanna” in fast speech. (Note that standard English only uses “wanna” with these words: I, you, we and they.)

Put students into groups using this method:

Put pieces of paper with students’ names on them in a hat or bowl. Pick three or four names from the hat to select the first group. Do the same for the rest of the groups.

Have the students share with their group the two or three things they want to do in the future.

Then have several students share their future wants with the class.

## Day 4

### Quiz

This quiz does not have audio prompts. You can play the main video again so students can remember the conversation. Or, ask a few students to read the conversation aloud.

Give each student a paper copy of the quiz and ask them to choose the correct answer.

For teacher reference, here are the answers:

1. How are you?
2. Are you busy this Thursday?
3. Anna teaches the children to play ukulele.
4. They sometimes play board games.

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

### Writing

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 are three things you plan to do this week?"

Say, "Think about this for a minute and write it down. Use the future verb form 'be going to.'" Make sure students understand the structure: be + going to + verb. Write a few examples on the board:

I am going to teach English every day.

I am going to call my parents on Friday.

I am going to visit the market on Saturday.

Give students time to write three sentences. Then, ask them to stand up with their papers. Tell students they can walk around the class and share their plans with classmates. Ask several students to share what they learned about other students. Students do not have to remember the day of the week.

(Examples: Ahmed is going to see his cousins; Saba is going to visit the library.)

Remind students that English speakers say the words "going to" as "gonna" in fast speech. But they are not required to do it for this activity.

### Conversation

- Anna: This city is very interesting, I really like my job, and I have some good friends! Speaking of friends ... I see one now! Marsha! Hi!
- Marsha: Hi, Anna. What's going on?
- Anna: Not much. How about you?
- Marsha: Busy as usual. Hey, do you wanna see a movie with me?
- Anna: Sure! I never have time to see a movie. When?
- Marsha: Are you busy this Thursday at 6pm?
- Anna: Let's see .... I'm busy. I am going to tap dance with my friends Thursday night.
- Marsha: Tap dancing? That sounds fun!
- Anna: I'm still learning. But it is fun!
- Anna: Are you busy on Friday night?
- Marsha: Yes. Friday nights are when I visit my parents.
- Anna: What do you and your family do together?
- Marsha: We always eat dinner together and sometimes we play board games.
- Anna: Playing board games is fun, too! The word game Scrabble is my favorite.
- Marsha: I like Connect Four!
- Anna: I'm not busy Monday night. Are you?
- Marsha: I am busy on Monday night. I'm going to jog in the park with my friend. Do you jog?
- Anna: Oh! I always jog. Well, sometimes I jog. Okay, I never jog. But I will try because it is good for you.
- Marsha: I always feel great after I jog.
- Marsha: How about on Wednesday night?
- Anna: Wednesday night I am not busy. Oh, no, wait. This Wednesday night I will be busy.
- Marsha: What are you doing?
- Anna: I'm going to teach children how to play the ukulele.
- Anna: Now, children, play "C." Good. I like your "C."
- Marsha: The world does need more ukulele players.
- Anna: Marsha, it looks like we'll never have time to see a movie.
- Anna: Wait a minute. Are you busy now?
- Marsha: It's Saturday afternoon. This is always when I do my errands.
- Anna: Okay, but the new Star Wars movie is gonna start in 30 minutes.
- Marsha: I'll do my errands on Sunday. Let's go!
- Anna: Most days of the week, people are really busy. But it's important to find time to be with your friends!
- Anna: Until next time!

\* *Connect Four is a two-player connection game using colored discs.*

## Key Words

**always** - *adv.* at all times; on every occasion; in a way that does not change

**board games** - a game (such as chess) that is played by moving pieces on a special board

**important** - *adj.* having serious meaning or worth

**jog** - *v.* to run slowly especially for exercise

**movie** - *n.* a recording of moving images that tells a story and that people watch on a screen or television

**night** - *n.* the time of darkness between one day and the next

**play** - *v.* to do activities for fun or enjoyment

**Scrabble** - trademark. a board game in which players use lettered tiles to create words in a crossword fashion.

**sing** - *v.* to use your voice to make musical sounds in the form of a song or tune

**sometimes** - *adv.* at certain times; occasionally

**Star Wars** - *n.* an epic film series chronicling the rise, fall, and redemption of Anakin Skywalker

**start** - *v.* to do the first part of something : to begin doing something

**tap dance** - *n.* a kind of dance in which you wear special shoes with metal plates on the heels and toes and make tapping sounds with your feet

**teaching** - *v.* to cause or help (someone) to learn about a subject by giving lessons

**ukulele** - *n.* a musical instrument that is like a small guitar with four strings

**week** - *n.* a period of seven days - in the U.S., a week is usually considered to start on Sunday and end on Saturday, while in the U.K. a week is usually considered to start on Monday and end on Sunday.

**will** - modal verb. used to say that something is expected to happen in the future

### Days of the Week:

In the U.S., the week starts on Sunday and ends on Saturday.

Sunday / Monday / Tuesday / Wednesday / Thursday / Friday / Saturday

## Quiz - Level 1, Lesson 17 - Are You Free on Friday?

Circle the letter of the correct answer.

1. Marsha asks Anna, "What's going on?" What is another way to ask this question?

- a. What do you do?
- b. How are you?
- c. Where are you going?
- d. Please say it again.

3. What does Anna do with children on Wednesday night?

- a. Anna teaches the children to play ukulele.
- b. The children teach Anna about ukulele.
- c. She studies ukulele.
- d. She plays ukulele for money.

2. What question is Anna answering in the photo? (Her answer is, "I'm busy.")

- a. What time are you free?
- b. What game do you like?
- c. What do you do on Friday?
- d. Are you busy this Thursday?

4. What does Marsha sometimes do with her parents on Friday nights?

- a. They sometimes make dinner.
- b. Marsha and her parents always go to a movie.
- c. They sometimes play board games.
- d. Marsha and her parents always play ukulele music.

## STEP 1

Imagine that you do the activities below.  
Decide which ones you do often.  
Check "Yes" box if you do it often  
and the "No" box if you do not do it often.  
Then write when you usually do those activities  
on the calendar below.

YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	Do you...? <b>jog</b>			Do you...? <b>play music</b>	NO <input type="checkbox"/>	YES <input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<b>play board games</b>			<b>take dance lessons</b>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<b>make dinner</b>			<b>go to the movies</b>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<b>talk on the phone</b>			<b>study</b>	<input type="checkbox"/>	<input type="checkbox"/>

## STEP 2

- Now, try to make plans with your classmate:
1. Choose an activity you want to do with your classmate.  
Ask if they are busy at a time when you are free.
  2. If they are not busy, both of you should write the activity on your calendars.
  3. Let your classmate ask you about an activity.
  4. Find a time you are both free and write the plans you make on the calendar.

Are you busy on Monday at 4pm?

Are you free on Sunday at 4pm?

Lets play board games.



	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
10am							
11am							
12pm							
1pm							
2pm							
3pm							
4pm		jog		jog		jog	
5pm							
6pm							
7pm							

Yes, I usually jog then.

Yes.





**LEVEL 1**  
**LESSON 18**  
**SHE ALWAYS**  
**DOES THAT**

<b>Topics</b>  Reacting to information Facts or feelings	<b>Prepare Before Class</b>  Cards or paper strips with verbs Pictures of foods that are familiar to students or the food images from this lesson Ordinal number cards
<b>Learning Strategy</b>  Grouping	<b>Goals</b>  <b>Grammar:</b> Describing frequency of actions; object pronouns; ordinal numbers  <b>Speaking:</b> Using the phrase 'get it'  <b>Pronunciation:</b> Object pronouns with /h/ sound deleted ('em; 'im); two ways to pronounce -s at the end of words

**Day 1**

***Introduce the Lesson Topic***

Ask students, "Do you ever sort things -- like your pens and pencils, or foods in your kitchen?"

Give students a chance to think of some examples. Some answers may include: cards, books, clothes or mail for a family.

Use the images in the Resources section. Walk around and show the images to all of the students.

Ask, "How many ways can we put these things into groups?" Listen for their answers and write them on the board. Examples may include:

**vegetables:** carrots, potatoes, peppers

**fruits:** apples, banana, oranges

**long and thin:** bananas, potatoes, carrots

**round:** oranges, apples

**red:** peppers, potatoes, some apples

**orange:** oranges, carrots

Say, “In this lesson, we will see Anna’s boss, Caty, talk about something Anna always does. We also will see Caty sorting, or classifying, things. We’ll learn how to put things into groups, too. But first, let’s learn some new words.”

### ***Teach Key Words***

Have students listen to the Speaking Practice video and say the new words for this lesson or repeat them after you.

After the key words, the video teaches a new meaning for the verb “get.” The Speaking Practice video explains that “get” can mean “to understand.” Here is the script:

#### **Speaking Practice Script – Lesson 18**

##### **1. Verb Phrase: get it**

We often say we understand by using GET + an object.

Listen to Anna tell Caty she understands:

Caty: This Is the News. Happy and sad are feelings. You can’t have them in The News.

Anna: Okay. I got it.

2. Later, Caty says that Anna understands how to read the news:

Caty: Yes. Yes. That’s right! Now you’ve got it!

Now, you try it. Do you understand the difference between facts and feelings?

Yes, I’ve \_\_\_ \_\_\_! (got it)

#### **Day 2**

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

Tell students that the video will show Anna doing something new at her job. Say, “Let’s find out what it is!”

Play the main video. Tell students to respond when there are pauses in the video:

#### **Main Video Script – Lesson 18**

##### **1. Listen:**

Okay, let’s try the first story!  
She’s reading the second story.

##### **Speak:**

Okay, let’s try the \_\_\_ story! (first)  
She’s reading the \_\_\_ story. (second)

##### **2. Listen:**

Let’s try the third story.

##### **Speak:**

Let’s try the \_\_\_ story. (third)

## Learning Strategy

Tell students that in today's lesson, they will learn to put things into groups, or *classify*.

Ask: "What happens when Anna reads the news?" Give them time to answer. Possible answers include, "Anna shows her feelings" and "Caty gets angry."

Explain, "Caty wants Anna to understand the difference between facts and feelings. Notice how she says it." Write this on the board:

When we read the news we are always reading facts. We never show our feelings.

Point out the structure of the sentence. It is:

Subject – Frequency adverb – Verb.

Give the following examples and underline the frequency adverbs always and sometimes:

We *always* speak English in this class.

I *sometimes* ask students to answer difficult questions.

Say, "You can also group things when you learn English. Grouping helps us to organize words and patterns so we can remember things more easily. Today we're going to practice."

## Practice Grouping

Cut out one set of the word cards from the Resources section and place them on a front table. Bring two students to the front of the class to show the activity. Write the words always, sometimes, and never on the board in three columns, like this:

always

sometimes

never

Ask one student, "What do you always do on weekends? Pick a card." Let the student pick a verb card. On the board, make a sentence with the verb and always:

He *always* sleeps on the weekend.  
sleep

Write the word sleep under the adverb always on the board. Encourage the student to ask their partner, "What do you sometimes do on the weekend?" When the partner answers, write their sentence on the board, write the word "shop" under the word "sometimes."

I *sometimes* shop on the weekend.  
shop

Have the other student ask a question with “never.” Tell students to cut out copies of the “Actions” images that you can find in the Resources section. Have them place the cut-out papers with the adverbs always, sometimes, and never at the top of their desk or table.

Tell students to work in pairs. Tell them, “Take each of the verb cards and place them under the word that tells how often you do the activity. Say whether you do it always, sometimes, or never. Ask your partner questions about each activity and answer your partner’s questions.”

Ask several students to show how they used the verbs and adverbs. Ask one pair to talk about how their partner spends the weekend differently. “She always relaxes on the weekend. I always work on the weekend. I never cook on the weekend. She sometimes cooks.”

## Day 3

### ***Activity Sheet***

Say, “Today, we are going to practice a kind of numbers called ‘ordinal numbers.’ These numbers show a position or placement of people or things.”

Tell students, “In this lesson, Caty uses ordinal numbers to tell Anna which story to read. For example, she says ‘Okay, let’s try the first story!’ First is an ordinal number.”

On the board, draw two airplanes traveling in the same direction. Be sure one is behind the other to show which is moving faster. Say, “This airplane is first. This airplane is second.”

Tell students that ordinal numbers sometimes look and sound like regular numbers. For example, “eighth” does sound like “eight.”

But sometimes they do not look or sound like regular numbers. For example, “first” does not sound like “one.”

Give students the ordinal number cards (from the Resources section) and the crossword puzzle Activity Sheet. Ask them to work in pairs, using the cards to help get the crossword answers. Students then do the second part of the sheet with their partners, writing sentences about what the characters do.

Review the crossword answers and sentences as a class. Ask each pair to share one sentence they have written with the class.

## Pronunciation Practice

Tell students they will practice the shortened sounds of some English words.

The Pronunciation Practice video teaches how to pronounce shortened future forms. Here is the script:

### Pronunciation Practice Video Script – Lesson 18

#### 1. Shortened “h” and “th” sounds

In slow speech, English speakers pronounce the “h” or “th” in words like “him,” “her” or “them.”

In fact speech, we sometimes do not say the first sound. In writing, it looks like this: ‘im” ‘er” ‘em.”

Listen to Anna speak carefully about the duckling. The duck’s mother cannot find him.

Anna: It is about a lost duckling. The duck’s mother cannot find him.

Then, she speaks quickly about the duckling.

Anna: It is about a lost duckling. The duck’s mother cannot find ‘im. But a family gives him a home.

Now, you try it.

English has many words. I’m learning many of \_\_\_\_\_. (‘em)

#### 2. Two sounds for “s” endings

When we use a verb with he, she or it, the “s” at the end of the verb usually sounds like this: He walks / She talks / It helps.

Sometimes, the “s” at the end of the verb sounds like /z/.

When the verb ends with /b/ /d/ /g/ /l/ /m/ /n/ /ng/ /r/ or with a vowel sound /a/ /e/ /i/ /o/ /u/, pronounce “s” as /z/.

Listen to Anna tell about the car race:

Anna: Right, but it is awesome that an 80-year-old grandmother wins a car race.

And about the driver:

Anna: In Indiana, a grandmother is the first 80-year-old woman to win the Race Car 500. She rarely talks to reporters. But when she does, she often says, “Nothing can stop me now!”

Now, you try it:

Anna reads the news.

Caty tells Anna about feelings

## ***Listening Quiz***

Give each student a paper copy of the listening quiz. Play each question's video and pause for students to answer. Ask students to choose the correct answer.

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

1. Caty says, "Now, Anna, remember. When we read the news, we are always reading facts. We never show our feelings."
2. Anna says, "A new book is very popular with children and families. This is it. It is about a lost duckling."
3. Caty says, "Anna, when you say the words "duck" and "duckling" you look really sad." Anna says, "I do?" Caty says, "Yes. Sad is a feeling." Anna says, "Sad is not a fact."
4. Anna says, "Hello, and welcome to The News. In Indiana, a grandmother is the first 80-year-old woman to win The Race Car 500. Anna: That is awesome!" Caty says, "Stop! Stop! Anna, please -- no feelings."

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

## ***Writing***

Discuss the words that may be used for the topic. Write some of them on the board for students to use in their written work.

Say, "In this lesson, Anna is nervous because she is reading the news for the first time. How do you feel when you do something for the first time?"

Then, write the writing topic on the board:

How do you feel when you do something for the first time?

Write a few sentences about it. Use "always" "sometimes" or "never."

### **Conversation**

- Caty: Now, Anna, remember. When we read the news we are always reading facts. We never show our feelings.
- Anna: Sure thing, Ms. Weaver.
- Caty: Great. Are you ready?
- Anna: Yes.
- Caty: Okay, let's try the first story!
- Anna: Hello, and welcome to The News.
- Anna: A new book is very popular with children and families. This is it.
- Anna: It is about a lost duckling. The duck's mother cannot find him.
- Caty: Stop! Anna, when you say the words "duck" and "duckling" you look really sad.
- Anna: I do?
- Caty: Yes. Sad is a feeling.
- Anna: Sad is not a fact. Sorry. Let me try again.
- Caty: Okay, she's trying again! And go.
- Anna: Hello, and welcome to The News. A new book is very popular with children and families. This is it.
- Anna: It is about a lost duckling. The duck's mother cannot find 'im. But a family gives him a home.
- Caty: Stop! Anna, you are doing it again.
- Anna: This story is very sad.
- Caty: I have an idea. Let's read the second story. She's reading the second story. And ... go!
- Anna: Hello , and welcome to The News. In Indiana, a grandmother is the first 80-year-old woman to win The Race Car 500.
- Anna: That is awesome!
- Caty: Stop! Stop! Anna, please -- no feelings.
- Anna: Right. But it is awesome that an 80-year-old grandmother wins a car race.
- Caty: Just the facts, Anna.
- Anna: Right.
- Anna: Hello, and welcome to The News. In Indiana, a grandmother is the first 80-year-old woman to win The Race Car 500.
- Anna: She rarely talks to reporters. But when she does, she often says, "Nothing can stop me now!"
- Anna: I am very happy for her!
- Caty: Stop, stop, stop!! Anna, you cannot say you are happy.
- Anna: But I am happy.
- Caty: But you can't say it.
- Anna: Why?
- Caty: This is the News. Happy and sad are feelings. You can't have them in The News.

Anna: Okay. I got it.

Caty: Okay. Let's try the third story. She's reading the third story!

Anna: Hello and welcome to The News. City politicians in Big Town are using city money to have a big party on a cruise ship. They are taking the money for the party from the children's library.

Anna: What?! That makes me very angry.

Caty: No, no, no! Anna, you cannot say you are angry! This is The News!!!

Anna: What can I do, Ms. Weaver? Take out my feelings and put them here ... on the news desk?

Caty: Yes. Yes. That's right! Now you've got it!

Caty: Let's repeat the first story.

Anna: This is going to be a very long day.

Anna: Until next time!

## Key Words

**angry** – *adj.* having a strong feeling of being upset or annoyed

**cruise ship** – *n.* a large ship that stops at different ports and carries passengers who are traveling for pleasure

**desk** – *n.* a piece of furniture that is like a table and often has drawers

**duck** – *n.* a bird that swims and has a flat beak, a short neck, a heavy body, short legs, and webbed feet

**duckling** – *n.* a young duck

**fact** – *n.* a true piece of information

**feeling** – *n.* an emotional state or reaction

**get** – *v.* to understand (something or someone)

**Indiana** – *n.* state of the U.S.

**long** – *adj.* lasting or continuing for a great amount of time

**lost** – *adj.* not knowing where you are or how to get to where you want to go

**popular** – *adj.* liked or enjoyed by many people

**race car** – *n.* a very fast car that is used in professional auto racing

**rarely** – *adv.* not very often

**repeat** – *v.* to say (something) again

**sad** – *adj.* not happy

**story** – *n.* a description of how something happened

**win** – *v.* to achieve victory in a fight, contest, game, etc.

## Quiz - Level 1, Lesson 18 - She Always Does That

Listen. Circle the letter of the correct answer.

1. What does Caty tell Anna to do?

- a. She tells Anna to read only the facts.
- b. Caty wants Anna to read fast.
- c. She wants Anna to read with more feeling.
- d. Caty tells Anna to read louder.

3. What happens when Anna says “duck” and “duckling”?

- a. Anna is happy because she is telling the facts.
- b. She looks at the book.
- c. Anna looks sad because she is showing her feelings.
- d. She starts to read to Caty.

2. Why is Anna talking about the book?

- a. The book is about a boy who is lost.
- b. It is a book for lost children.
- c. The book is the first one about a duckling.
- d. Many children and families are reading the book.

4. Why does Caty stop Anna?

- a. Anna made a mistake - it is a 70-year-old grandmother.
- b. Caty wants Anna to stop showing her feelings.
- c. Anna is reading the story too fast.
- d. Caty does not think the grandmother is awesome.

*Fruits and Vegetables*



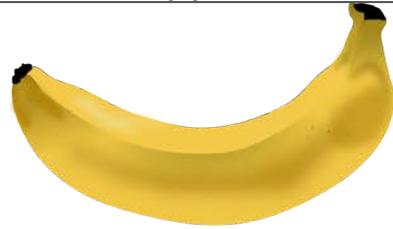
potatoes



apples



carrots



banana



oranges



peppers

### *Ordinal Number Cards*

<b>First</b>	<b>Second</b>
<b>Third</b>	<b>Fourth</b>
<b>Fifth</b>	<b>Sixth</b>
<b>Seventh</b>	<b>Eighth</b>
<b>Ninth</b>	<b>Tenth</b>



## Actions and Adverbs



sleep



relax



read



shop



play



work



jog



walk



eat



cook

**always**

**sometimes**

**never**



**LEVEL 1**  
**LESSON 19**  
**WHEN DO I**  
**START?**

<b>Topics</b>  Saying the months of the year  Talking about seasons and activities	<b>Prepare Before Class</b>  Cards or paper strips with months of year and seasons (from Resources section)
<b>Learning Strategy</b>  Summarize	<b>Goals</b>  Grammar: 'Which' as an adjective alone and with pronouns; adjectives 'next' and 'every'  Speaking: Using 'which' and 'which one' to offer a choice; using 'every' and 'next' with time expressions  Pronunciation: The month of February

**Day 1**

***Introduce the Lesson Topic***

Say, "Today, we will learn how to tell a story in fewer words. We will also learn how to talk about skills and work. Imagine your friend is at a theater watching a movie with you. She leaves for a few minutes. When she returns, she asks you quietly to tell her about the part that she missed. What do you do?"

Answers may include, "I make the story simple" or "I do not tell details, just the main ideas of what happened." Respond to students' answers positively

***Present the Conversation***

Say, "Sometimes, we need to say things in a simpler, shorter way. We call this summarizing."

Tell students that the video will show Ms. Weaver talking about Anna's skills. "When you

listen to the conversation, try to find the four skills.”

Play the video or ask a few students to read the conversation. Tell students to respond when there are pauses in the video or have them repeat the sentences below after the conversation.

### Main Video Script – Lesson 19

1. Listen:

The metro is closed.

Speak:

The metro is \_\_\_\_\_. (closed)

3. Listen:

When do I start?

Speak:

When \_\_\_\_\_ I \_\_\_\_\_? (do, start)

2. Listen:

That’s too bad.

Speak:

That’s \_\_\_\_\_\_. (too bad)

4. Listen:

You start next month.

Speak:

You \_\_\_\_\_ month. (start next)

Ask students to talk to a neighbor about what Ms. Weaver says Anna’s four skills are. Then, have students raise their hands to give an answer. (The skills are: talking to people, asking questions, being silly, and showing her feelings.)

Say, “What does Ms. Weaver want Anna to use these skills for?” Let students respond. (Answer: to make/create a children’s show.)

### ***Teach Key Words***

Have students listen to the Speaking Practice video and say the new words for this lesson or repeat them after you. Pause the video when the meaning is shown and make sure all students understand the meaning.

Here is a game to help students remember new word meanings:

1. Ask two students to the front of the class.
2. Put students into two teams. Be sure each team has some stronger-skilled and some weaker-skilled students.
3. Tell the class, “In this game, the student is going to act out or draw a (vocabulary) word on the board. Anyone from either team can call out the answer. Whoever calls out the right answer first gets a point for their team.”
4. Give the word and ask one of the students to draw it or act out for the class.
5. The first team to call out the correct answer will get a point.
6. Give another word to the second student to draw or act out for the class.
7. Keep score of points on one side of the board.

## Speaking Practice

The Speaking Practice video teaches the months of the year. It also teaches about using “which” for giving choices and using “every” or “next” with time words.

### Speaking Practice Script – Lesson 19

#### 1. Using “which” to offer a choice

English speakers use the word “which” to refer to a choice. Listen to Ms. Weaver ask Anna to choose between good and bad news:

Ms. Weaver: Anna, I have good news and I have bad news. Which do you want to hear first?

Another way to use “which” has a pronoun:

I have apples and oranges. Which one do you want?

Now you try it.

We have coffee and tea. \_\_\_\_\_ do you want?

#### 2. Months of the year

In the United States, the first month of the year is January, and the last month of the year is December.

In order, the months of the year are:

January	July
February	August
March	September
April	October
May	November
June	December

#### 3. Using “Every”

“Every” means including each person or thing in a group or series.

Every September, a new school year begins in the U.S.

Now, you try it.

What do you do every Friday?

Every Friday, I \_\_\_\_\_. (Student chooses what to say)

“Next” means coming after this one. In the video, you hear Ms. Weaver and Anna talking about months of the year.

Ms. Weaver: So, starting next month you will not read the news.

Anna: Next month is July. You are firing me in July.

## Learning Strategy

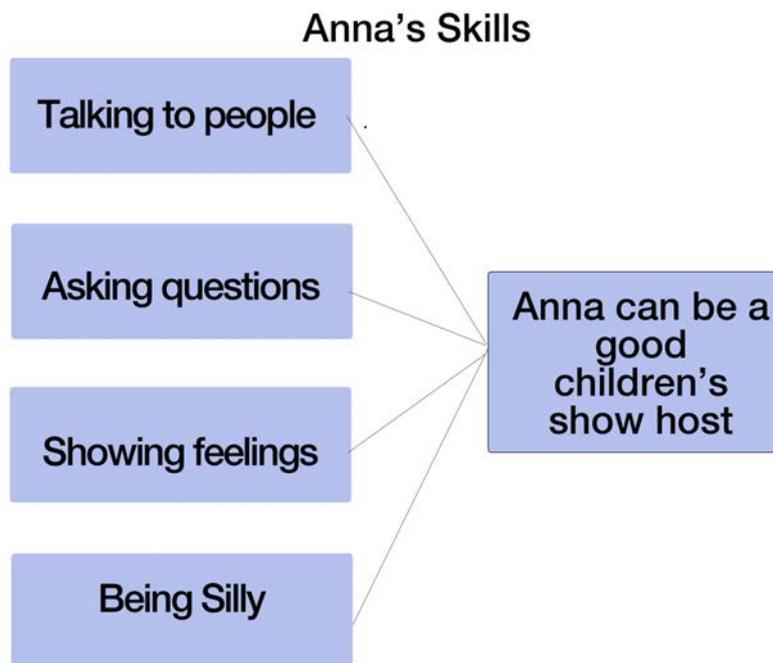
Tell students that they are going to learn to summarize.

Play the main video again, making sure students respond when there are pauses. At the end of the video, ask students to remind you what Anna's four skills are.

Possible answers are, "(Anna is good at) talking to people", "(Anna is good at) asking questions", "(Anna is good at) being silly" and "(Anna is good at) showing her feelings." Write the skills on the board when students say them.

Ask, "What does Ms. Weaver answer when Anna asks her, 'What does that mean?' Notice how she tells Anna, 'Your skills are perfect for a new show ... a children's show.' She is summarizing, or saying in fewer words what she thinks about Anna's skills."

Draw lines from the list of the four skills to the phrase 'Anna can be a good host for a children's show.' Write the word summary on the board.



Students will now use summarizing to practice months of the year.

Hand out the cards or paper strips with the names of the months/seasons from the Resources section. Have students practice repeating the names of the months after you say them.

*(Please note that the months and seasons cards indicate the seasons for the Northern Hemisphere. You can adapt it to the region where you are teaching.)*

Bring two students to the front of the class to demonstrate the activity.

Write on the board:

June	July	August
------	------	--------

Ask one student at the front, "What do you usually do in June?"

Listen to the student's answer and write a note on the board. Let's say the student says they like to fish in June.

Have the first student ask the second student about July. Let's say they like to swim in July. Have the second student ask the first student about August.

Write both students' activities on the board.

The board will look like this:

June	July	August
Fish	Swim	Go to the beach

Then, ask the students to summarize. "Can you summarize? How can we say this in fewer words?" For example, if the students said, "I fish in June" and "I swim in July" and "I go to the beach in August," write the summary sentence on the board:

We have fun outside in summer.

Say, "When we make a summary, we often use different words from what was said."

Have students form pairs. In each pair have one student choose two seasons and the other student choose the remaining two seasons. Have the students ask each other what they do in each month of the season they have chosen. They then summarize by writing a sentence on their paper or a notebook.

Let students use a bilingual dictionary if one is available to find a few new words, in case they need them. Ask students to make summary sentences, then ask several students to share their sentences with the class.

## Day 3

### ***Pronunciation Practice***

The Pronunciation Practice video teaches two ways to say the second month of the year: February.

#### Pronunciation Practice Video Script – Lesson 19

In American English, speakers say the months of the year in a way that does not always match the spelling of the word. For example, the month February is said like this: / February/. The “R” is not pronounced. Instead, speakers make a /j/ sound.

Now you try it. Use February in a sentence.

I will visit my family in \_\_\_\_\_. (February)

*(Please note that this pronunciation is common but is not a rule.)*

### ***Activity***

Say, “We are going to practice talking about months and activities some more.”

Hand out copies of the Activity Sheet and put students into pairs.

To help students form questions, write a few examples on the board:

What Does Ted have in January? (second activity)

When do you start (school, work, program)? (third activity)

Give students time to do the activities and then review them as a whole class. Ask several students to share their answers.

## Day 4

### ***Listening Quiz***

Give each student a paper copy of the listening quiz. Play each question’s video and pause for students to answer. Ask students to choose the correct answer.

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

1. Caty says, “Anna, I have good news and I have bad news. Which do you want to hear first?” Anna says, “The good news. No ... okay, the bad news.” Caty says, “The bad

news is you are not good at reading the news.” Anna says, “Oh. I am very sorry to hear that.”

2. Caty says, “So, starting next month you will not read the news.” Anna says, “Next month is July. You are firing me in July.” Caty says, “No. I am not firing you in July.”
3. Caty says, “Your skills are perfect for a new show ... a children’s show.” Anna says, “A children’s show ... That is awesome!”
4. Anna says, “Hi there! Summer in Washington, D.C. is hot and sunny. I always ride the Metro to work. Riding the Metro is cool and fast.”
5. Anna says, “Ms. Weaver, I am late this morning. The Metro is closed. So, I am walking to work.” Caty says, “That’s too bad. It’s really hot today.”

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

### ***Writing***

Discuss the key words that may be used for the topic. Write some of the words on the board for students to use in their written work.

Say, “Ms. Weaver says Anna is good at asking questions, good at talking to people, great at being silly and good at her feelings. When we talk about skills or talents, we often say someone is ‘good at’ or ‘great at’ doing something.”

Write this on the board:

I am good at teaching English. I am great at helping people. I use these skills when I teach English.

Then write the writing topic on the board:

What are your skills? Do you use them at work, school or somewhere else? Write about a few skills you have. Try to write them using “I am good at” or “I am great at.”

Give students time to write. If an in-class activity, ask a few students to share their writing with the class. They can read from their papers or summarize what they wrote.

### Conversation

Anna: Hi there! Summer in Washington, D.C. is hot and sunny. I always ride the Metro to work. Riding the Metro is cool and fast. But today it's closed. So, I am walking to work.

(On the phone) Ms. Weaver, I am late this morning. The Metro is closed. So, I am walking to work.

Caty: That's too bad. It's really hot today.

Anna: Yes it is.

Caty: When you arrive, please come to my office. I have important news to tell you.

Anna: Of course. Good-bye. My boss has news for me. The question is: Is it good news or bad news?

(At work)

Anna: Hello, Ms. Weaver.

Caty: Anna, I have good news and I have bad news. Which do you want to hear first?

Anna: The good news. No ... okay, the bad news.

Caty: The bad news is you are not good at reading the news.

Anna: Oh. I am very sorry to hear that.

Caty: So, starting next month you will not read the news.

Anna: Next month is July. You are firing me in July.

Caty: No. I am not firing you in July ... or in August or in September. That is the good news.

Anna: Okay. You are not firing me. I am not reading the news. What will I be doing?

Caty: Well, you are good at asking questions. You are good at talking to people. You are good at showing your feelings. And you are great at being silly.

Anna: Thank you, Ms. Weaver. But what does all that mean?

Caty: I have a new assignment for you! Your skills are perfect for a new show ... a children's show.

Anna: A children's show ... That is awesome! When do I start?

Caty: You start next month. Start thinking of ideas for the show.

Anna: I have tons of ideas! I can show children what it's like in outer space ...

Caty: Great ...

Anna: ... or in the deep, dark ocean ...

Caty: Those are great ideas, Anna. Please go think of more ... at your desk.

Anna: Yes. What other things can I show them? Mt. Everest! Everyone has different skills. You have skills. I have skills. The important thing is to know what you are good at. Until next time!

## Key Words

**arrive** - *v.* to come to or reach a place after traveling

**assignment** - *n.* a job or duty that is given to someone

**child** - *n.* a young person (plural: children)

**closed** - *adj.* not operating or open to the public

**deep** - *adj.* having a large distance to the bottom from the surface or highest point

**everyone** - *pron.* every person; everybody

**fire** - *v.* to dismiss (someone) from a job

**idea** - *n.* a thought, plan, or suggestion about what to do

**mean** - *v.* to cause or result in (something)

**month** - *n.* any one of the 12 parts into which the year is divided

**Mt. Everest** - *n.* a mountain in Asia; it is the highest mountain in the world

**ocean** - *n.* the salt water that covers much of the Earth's surface

**other** - *adj.* used to refer to the one person or thing that remains or that has not been mentioned

**outer space** - *n.* the region beyond the Earth's atmosphere in which there are stars and planets

**perfect** - *adj.* having all the qualities you want in that kind of person or situation

**silly** - *adj.* playful or funny

**skill** - *n.* an ability to do something that comes from training, experience, or practice

**ton** - *n.* informal: a large amount; in the US, a ton is a unit for measuring weight that equals 2,000 pounds (907 kilograms)

## Quiz - Level 1, Lesson 19 - When Do I Start?

Listen. Circle the letter of the correct answer.

1. Why does Anna say, "Oh. I am very sorry to hear that?"

- a. She is apologizing for being late.
- b. She does not want to work.
- c. She hears bad news.
- d. She wants to tell some good news.

4. When does Anna ride the metro?

- a. Anna always rides the metro to work.
- b. Anna rides the metro when the weather is bad.
- c. Anna rides the metro when it is cold.
- d. Anna usually rides the metro when she is late.

2. What will happen in July?

- a. Anna will lose her job in July.
- b. In July, Anna will stop reading the news.
- c. Anna will go to a new city in July.
- d. In July, Anna will start writing the news.

5. Why does Ms. Weaver say, "That's too bad!"?

- a. Ms. Weaver learns that the metro is slow when it is hot and sunny.
- b. She does not want Anna to come to work when it is hot.
- c. Ms. Weaver wants Anna to tell a story about the metro.
- d. She learns that Anna has to walk to work when it is hot.

3. Why does Anna say, "That is awesome!"?

- a. She wants to write more news stories.
- b. She wants to read the news.
- c. She does not want to work with children.
- d. She hears good news.

Autumn

September



October



November



Winter

December



January



February



Spring



March



April



May



Summer



June



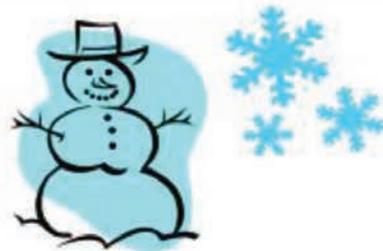
July



August



January



February



March



April



May



June





July



August



September



October



November



December



STEP 1

Change the order of the letters you see in the boxes below to write the correct names of the 12 months of the year.

	yanruJa	Fruberay	chMra	IApir	Mya	enuJ	uJyl	uuAgts	repmStebe	Ocbreto	voNembre	ercmDeeb
												
 Betty												
 Ted												
 You										School		
 Your friend												



WORK



SCHOOL



VACATION

STEP 2

Ask and answer questions about the things Betty and Ted have in each month. Then write things you are starting in the next year on the calendar. Ask and answer questions about what you and your partner are starting.

What does Ted have in January?

He has a vacation in January.

I have school in October.

What do you have in October?



**LEVEL 1**  
**LESSON 20**  
**WHAT CAN YOU DO?**

**Topics**

Saying the months of the year

Talking about seasons and activities

**Prepare Before Class**

Handout with jobs and workplaces

Sheet with graphics showing jobs

**Learning Strategy**

Identify Problems

**Goals**

**Grammar:** Expressing ability; 'can' & 'can't;' contractions

**Speaking:** Asking clarification questions

**Pronunciation:** Pronouncing 'can & can't

**Day 1**

***Introduce the Lesson Topic***

Say, "Today, we will learn about what happens when people do not understand each other. Imagine that you are talking with your friend. There is a loud noise, or your friend speaks quietly and you do not understand what he or she is saying. What do you do?"

Answers may include: "I ask them to repeat," "I ask them to talk louder" or "I try to guess their words."

Respond to students' answers positively. List the answers on the board.

***Present the Conversation***

Say, "The video will show Anna and Pete asking questions or saying when they do not

understand each other. There are many ways to do this in English. Listen for things they say or ask to help their understanding.”

Play the video or ask a few students to read the conversation.

Tell students to respond when there are pauses in the video or have them repeat the sentences below after the conversation.

### Main Video Script – Lesson 20

1. Listen:

I can't hear you.

Speak:

I \_\_\_ hear you. (can't)

3. Listen:

No, I mean drive a bus.

Speak:

No, \_\_\_ \_\_\_ drive a bus. (I mean)

2. Listen:

Do you mean drive a race car?

Speak:

\_\_\_ you \_\_\_ drive a race car? (Do, mean)

### *Teach Key Words*

Have students listen to the Speaking Practice video and say the new words for this lesson or repeat them after you.

Tell students that many of today's words are about a person's occupation -- that is their job or profession. Say, "Let's look at some of them. See how many you can remember."

Write these words on the board:

#### occupations

teacher  
driver  
chef  
writer  
computer coder

#### actions or places of work

school, university  
bus, taxi  
restaurant  
blog, website  
website, phone apps

Ask students to match the occupations with their actions or places of work. Say, for example, "Where does a teacher work?" "What does a computer coder do?"

If needed, review the remaining vocabulary (beard, easy, and others).

## Speaking Practice

The Speaking Practice video teaches a few ways to ask questions when you do not hear or understand someone clearly.

### Speaking Practice Video Script – Lesson 20

1. When we cannot hear someone clearly, we may ask them to speak louder or to say something again.

Listen to Anna telling Pete that she cannot hear him:

Pete: I don't have a job.  
Anna: Sorry, I can't hear you.

Pete speaks louder and more clearly:  
Pete: I do not have a job!

2. A question that helps when you cannot understand is "Do you mean...?"

Listen to Pete ask Anna:

Pete: Do you mean drive a race car?

Now you try it.  
Listen:  
Can you code?

Speak:  
Do you mean "cold"?

## Learning Strategy

Tell students that, in today's lesson, they will learn to identify (or find) problems with understanding something.

Say, "When we are talking with someone in English, it helps to identify problems with understanding to get information we need."

Ask, "What does Anna say when she cannot hear Pete?"

Students should respond, "She says, 'Sorry, I can't hear you.'" Write on the board "identify problems." Continue, "She is identifying a problem, or showing she does not understand well."

Ask, "What does Pete do when Anna asks him about driving?" Students should respond, "He asks, 'Do you mean drive a race car?'" Say, "Pete is also identifying a problem. He is not sure why Anna is asking him this question."

Say, "We can identify problems when we use English or our first language."

## ***Practice - Identifying Problems***

Say, "Let's practice this now." Give each student a copy of Activity Sheet page 1 and page 2. (Handout 2 shows images for each occupation.)

Ask students to match the jobs with the places of work. Review the correct answers quickly as a whole class.

Bring two students to the front of the class to model the activity. Call one student Student A and the other Student B. Have Student A begin making a sentence with a job and a work place. Tell Student A to speak quietly.

Student A: Do you want to be a teacher in a school? (quietly)

Student B: I'm sorry, I can't hear you. Can you say it again?

Next, have the students show an example of making the wrong match:

Student B: Do you want to be a chef in a theater?

Student A: Sorry, do you mean a chef in a restaurant?

Have the other students form pairs and continue with the remaining jobs and work places. Walk around the class to remind students to identify problems in both ways: by asking the partner to speak louder and by asking "Do you mean...?"

## Pronunciation Practice

The Pronunciation Practice video teaches about “can’t” (the shortened form of “cannot”). It also shows two ways to pronounce “can.”

### Pronunciation Practice Video Script – Lesson 20

1. When Americans want to use the negative form of the verb “can” in slow speech, they say “cannot.”

Listen to Pete use “cannot”:

Anna: You can be a teacher in a school.

Pete: No, I cannot teach.

However, in fast speech, many Americans reduce “cannot” to “can’t.” Listen to Pete use the short form of “cannot” -- “can’t”:

Pete: No, I can’t code! I can’t teach! I can’t cook! Anna, I can’t do anything.

Now, you try it. Use “can’t” in a sentence.

Listen:

Can you cook?

Speak:

No, I can’t cook.

2. In slow speech, “can” sounds like /kæn/. In fast speech, it often sounds like /kən/. Listen to Anna talking to Pete about being a teacher.

Anna: Can /kaen/ you teach? You can like /kən/ be a teacher in a school.

Now, you try it. Say “can” like this: /kæn/.

Can /kæn/ you cook?

Say “can” like this: /kən/.

You can /ken/ be a chef in a restaurant.

## **Activity**

Hand out Page 1 of the Activity Sheet. For this activity, students work in pairs to write the names of each job, match the skill with the job name, and identify where the people work.

Review the answers as a class. If students had difficulty with some words, write the words on the board.

Hand out Page 2 of the Activity Sheet. For the first part of the activity, ask students to list three of their skills. For the second part, ask students to walk around the class and ask three classmates questions. For example, if someone's skill is cooking, they can write "Tina can be a chef in a restaurant."

Ask each student to share one sentence about themselves or a classmate.

## **Day 4**

### **Listening Quiz**

Give each student a paper copy of the listening quiz. Play each question's video and pause for students to answer. Ask students to choose the correct answer.

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

1. Anna says, "So, what's wrong? You look sad." Pete says, "I don't have a job." Anna says, "Sorry, I can't hear you." Pete says, "I do not have a job!"
2. Anna says, "Anna: Oh. I'm sorry to hear that, Pete." Pete says, "I don't have a skill." Anna says, "Everyone has a skill. You need to find yours."
3. Anna says, "Can you drive?" Pete says, "Do you mean drive a race car? It's really hard to be a race car driver. First, you need a race car."
4. Anna says, "Can you write code?" Pete says, "Sure, c-o-l-d. How is this going to help?" Anna says, "No, not 'cold.' Code; you know, for making phone apps, or websites."
5. Anna says, "No, I mean drive a taxi or drive a bus." Pete says, "No, I always fall asleep when I drive."
6. Anna asks, "You write a blog?" Pete says, "Yeah, I write a blog." Anna asks, "How many followers do you have?" Pete says, "I don't know ... 59,538."

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

## ***Writing***

Discuss key words that may be used for the topic. Write some of them on the board for students to use in their written work.

Say, “In this lesson, Anna is helping her friend Pete. He needs to find a new job. There are many ways to help friends. How do you help your friends?”

Write the writing topic on the board:

How do you help your friends?”

Ask students to write a paragraph and give them time to write. If some students want to share, give them a chance to read their writing aloud or summarize it for the class.

### Conversation

- Anna: Hi, there! Washington, D.C. is a great place to work. Many people here work in government and politics. But there are many other jobs. You can work at a hospital; a university. You can work in a coffee shop. Wait a minute, I think I see a friend of mine. Pete? Is that you?
- Pete: Hi, Anna.
- Anna: You look different. Your beard ... is really big.
- Pete: You don't like it, do you?
- Anna: No, no. You just look ... different.  
(To server) Thank you. So, what's wrong? You look sad.
- Pete: I don't have a job.
- Anna: Sorry, I can't hear you.
- Pete: I do not have a job!
- Anna: Oh. I'm sorry to hear that, Pete.
- Pete: I don't have a skill.
- Anna: Everyone has a skill. You need to find yours.
- Pete: I don't know, Anna.
- Anna: Pete, I am good at asking questions. Let me ask you some.
- Pete: Really, Anna? Can you help me?
- Anna: Yes, I can. Let me help.
- Pete: Sure, Anna. Maybe you can help.
- Anna: Can you write code?
- Pete: Sure, c-o-l-d. How is this going to help?
- Anna: No, not "cold." Code; you know, for making phone apps, or websites. You can make tons of money writing code.
- Pete: Tons of money? But I can't code.
- Anna: Next question. Can you drive?
- Pete: Do you mean drive a race car? It's really hard to be a race car driver.
- Pete: First, you need a race car ...
- Anna: No, I mean drive a taxi or drive a bus.
- Pete: No, I always fall asleep when I drive.
- Anna: Oh, that's not good. Next question. Can you teach? You can be a teacher in a school.
- Pete: No, I cannot teach.
- Anna: Can you cook? You can be a chef in a restaurant.
- Pete: No, I can't code! I can't teach! I can't cook! Anna, I can't do anything. This is sad. I'm gonna write about my feelings in my blog.
- Anna: You write a blog?
- Pete: Yeah, I write a blog.

Anna: How many followers do you have?

Pete: I don't know ... 59,538.

Anna: Pete, that's a lot of followers! You can make money writing!

Pete: Writing is easy. Everyone can write.

Anna: Not everyone can write well. You can be a writer!

Pete: I can be a writer. I can be a writer! I can be a writer! Thanks, Anna.

Marsha: Hi, Pete. Hi, Anna.

Pete: Hi, Marsha. Excuse me, I have to go.

Marsha: Where are you going?

Pete: I'm going to be a writer!

Marsha: Good luck, Pete!

(To Anna) He does know that it's not easy to be a writer, doesn't he?

Anna: There are many different jobs you can have in Washington, D.C. Pete wants to be a writer. I wish him luck. Lots of luck. Until next time!

## Key Words

**app** - *n.* a computer program that performs a particular task (such as word processing)

**beard** - *n.* the hair that grows on a man's cheeks and chin

**blog** - *n.* a Web site on which someone writes about personal opinions, activities, and experiences

**chef** - *n.* a professional cook who usually is in charge of a kitchen in a restaurant

**code** - *n.* - a set of instructions for a computer

**code** - *v.* to change (information) into a set of letters, numbers, or symbols that can be read by a computer

**drive** - *v.* to direct the movement of a vehicle such as a car, truck, or bus

**easy** - *adv.* not hard to do

**follower** - *n.* a person who likes and admires (someone or something) very much

**good luck** - *expression.* used to say that you hope someone will succeed

**hard** - *adv.* physically or mentally difficult

**lot(s) or a lot (informal)** - *n.* a large amount

**hospital** - *n.* a place where sick or injured people are given care or treatment and where children are often born

**school** - *n.* a place where children go to learn

**taxi** - *n.* a car that carries passengers to a place for an amount of money

**teacher** - *n.* a person or thing that teaches something

**university** - *n.* a school that offers courses leading to a degree and where research is done

**website** - *n.* a place on the World Wide Web that contains information about a person, organization, etc., and that usually consists of many Web pages joined by hyperlinks

**well** - *adv.* in a skillful way

## Quiz - Level 1, Lesson 20 - What Can You Do?

Listen. Circle the letter of the correct answer.

1. What does Anna say to make Pete say his sentence again?

- a. "Sorry, I can't bear you."
- b. "Sorry, I can't hear you."
- c. "So, I can hear you."
- d. "So what did you say?"

4. What does Pete say to show he does not understand?

- a. Do I need a race car?
- b. Can you teach me how to drive?
- c. Do you mean drive a race car?
- d. Do you want me to drive a race car?

2. Why is Pete sad?

- a. Pete is sad because he does not have a skill.
- b. He is sad because he lost all of his money.
- c. Pete is sad because he does not have friends.
- d. He is sad because he failed at school.

5. Why can't Pete be a bus driver?

- a. He falls asleep when he drives.
- b. He does not have a driver's license.
- c. He does not know how to drive.
- d. He is not a good driver.

3. Why does Anna say "No, I mean code."?

- a. Anna wants to say she is cold.
- b. She does not understand Pete.
- c. Anna said the wrong word.
- d. She sees that Pete does not understand.

6. How many followers does Pete have?

- a. Pete has 59,538 followers.
- b. He has 52,958 followers.
- c. Pete has 55,538 followers.
- d. He has 69,538 followers.

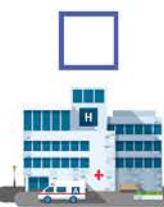
## STEP 1

Fill in the blanks below to complete the names of each job. Then draw lines to match each job with the thing a person who has that job can do.

<p>1</p>  <p><u>c</u> <u>h</u> <u>e</u> <u>f</u></p>	 <p>build things</p>	 <p>grow things</p>	 <p>s _ _ r _ t a _ y</p>
<p>2</p>  <p>_ o _ t _ r</p>	 <p>cook</p>	 <p>cut hair</p>	 <p>_ a _ _ er</p>
<p>3</p>  <p>re _ o _ t _ r</p>	 <p>read the news</p>	 <p>play music</p>	 <p>m _ s _ c _ an</p>
<p>4</p>  <p>_ _ ns ru t _ _ n wo _ _ er</p>	 <p>help sick people</p>	 <p>organize files</p>	 <p>_ t _ l _ _ t</p>

## STEP 2

Next, write the number for each job next to the place where people with that job work.

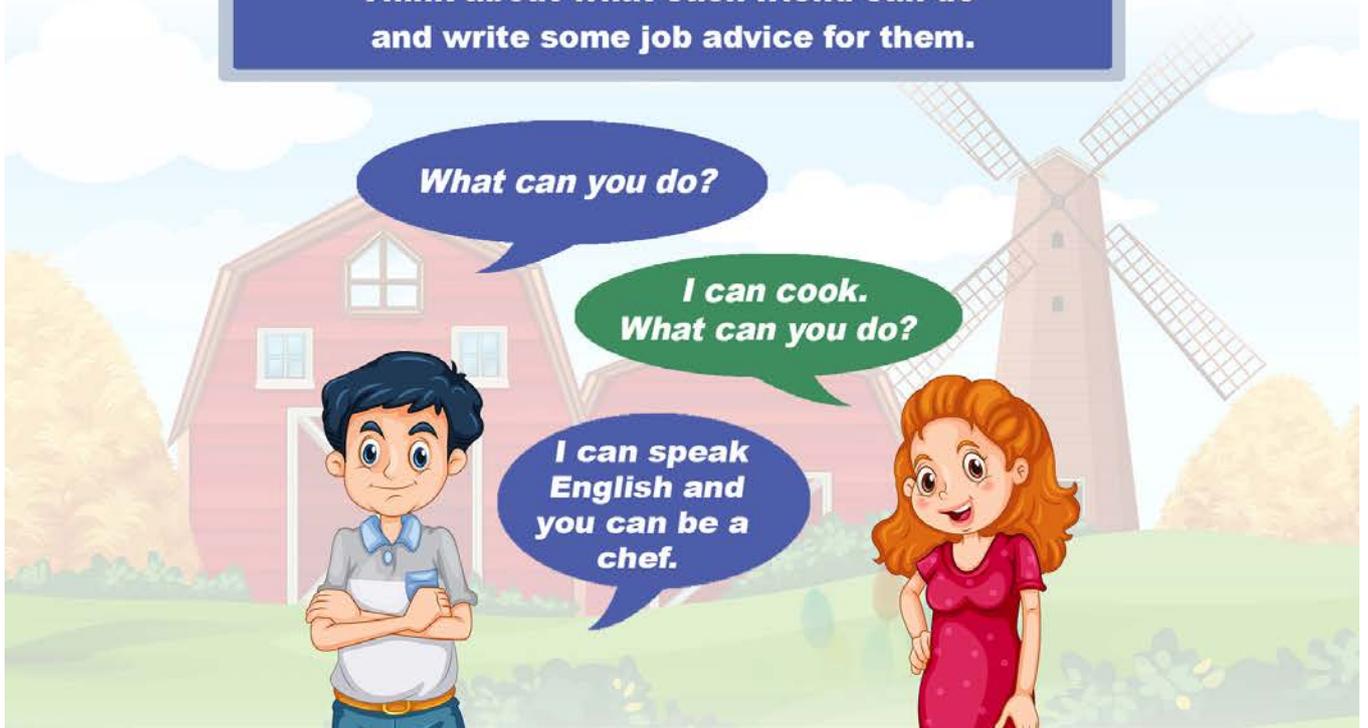
<input type="checkbox"/>  construction site	<input type="checkbox"/>  office	<input type="checkbox"/>  hospital	<input type="checkbox"/>  concert hall	<input type="checkbox"/>  farm	<input type="checkbox"/>  TV station	<input type="checkbox"/>  salon	<input type="checkbox"/> 1  restaurant
--	---	---	---	---	---	--	---

**STEP 3**

Write three things you can do so you can tell your friends.


**STEP 4**

Ask three friends about what they can do.  
Think about what each friend can do  
and write some job advice for them.



Things your friend can do:	Advice for your friend:
cook food	Tina can be a chef in a restaurant.



**LEVEL 1**  
**LESSON 21**  
**CAN YOU COME TO THE PARTY?**

<b>Topics</b> Invitations Apologizing Hobbies & Personal Skills Expressing obligation	<b>Prepare Before Class</b> A list of skills and talents to distribute to students
<b>Learning Strategy</b> Cooperate	<b>Goals</b> Grammar: Have to, Can, Can't, Contractions Speaking: Using "then" to talk about a result Pronunciation: Using "have to" or reduced "hafta" to express obligation

**Day 1**

***Introduce the Lesson Topic***

Say, "In this lesson, we will learn about how friends work together to reach goals."

Ask students to tell you about times when they helped another student to learn something new. Let several students respond.

Say, "We each have things we can do well. They are sometimes called 'talents.' A talent is an ability that is easy for you. Other things we can do well because we practice them again and again. Those things are called 'skills.'"

Point out that when learning English, students can work together, or cooperate, to review and practice new things that they are learning.

Tell students that the video will show how Marsha and Anna plan to work together to help a friend.

## Teach Key Words

Students may know the meanings of some of the words, such as “night,” “day” and “test.” Write all of the vocabulary words on one side of the board. Ask students to raise their hands if they know the meanings. Each student can tell one meaning to the class.

Teach the remaining words by drawing simple pictures on the board, pointing to examples in the room, or acting them out. You and/or a student volunteer can do this.

For practice, play the vocabulary part of the Speaking Practice video and have students repeat each new word during the pauses or say them and have students repeat.

## Present the Conversation

Say, “Let’s watch Anna talking to her friend Marsha in a coffee shop. Marsha asks Anna to come to a party. But Anna has to take a driving test. Will Anna go to the party?”

Play the main video. Tell students to respond when there are pauses in the video:

### Main Video Script – Lesson 21

1. Listen:

Can you come with me?

Speak:

\_\_\_ you \_\_\_ with me? (Can, come)

3. Listen:

Everyone has to bring something or do something.

Speak:

Everyone \_\_\_ \_\_\_ bring something or do something. (has to)

2. Listen:

I’m sorry, I can’t come with you.

Speak:

I’m \_\_\_, I \_\_\_ come with \_\_\_. (sorry, can’t, you)

4. Listen:

Really, I can perform?

Speak:

Really, \_\_\_ \_\_\_ perform? (I can)

## Speaking Practice Using “Then”

After the key words, the video teaches uses of the word “then.”

### Speaking Practice Script – Lesson 21

#### 1. The word “then”

“Then” has many uses in English. In Lesson 10, you see Anna giving directions:

She uses “then” to show one event that comes after another event.

Anna: Yes. Exit the Metro and turn right. Then at the bus station turn left. Then walk straight ahead.

“Then” can be used to talk about something that is true or can happen as a result of something else.

#### 2. Listen to Marsha and Anna talk about the party.

Marsha: The party is at night.

Anna: Oh. Then I can come with you to the party on Saturday night.

Now you try it.

Listen:

Are you free on Friday?

Yes.

Speak:

Good, \_\_\_ you can help me. (then)

### Day 2

## Learning Strategy - Cooperate

Tell students that one helpful way of learning a language is to cooperate. “Cooperating means to work together. We cooperate every time we speak and listen to our classmates in English. Let’s try to cooperate today.”

### Activity 1

Give each student a copy of the first pages of the Activity Sheet in the Resource section. Demonstrate the activity:

“I am looking at this list. First, I am going to think of my own skills and talents.”

Write on the board:

Think

Continue: "I can teach English. I can't sing well. But I can play piano."

Say, "Now, I need a partner." Ask a student: "Will you be my partner?"

As the student stands or comes to the front of the class, write "Pair" on the board.

Explain, "The first step is to think about what I can do. The second step is to pair, or get a partner. I'm going to learn about what my partner can do."

Speak to the student: "Look at this list. What can you do?" If the student answers "I can sing, and I can write poems," for example, write these on the board.

Tell the class, "Now I'm going to share with you. I talked with (student name). She/He can sing. I also learned that She/He can write poems." *Note that you have shown students how to do the think-pair-share activity. They will do it themselves next.* Ask the student to share with the class about your skills or talents. "I learned that the teacher can teach English and play piano."

Give students time to **think** and circle their skills/talents with a pen or pencil. (If needed, ask students to imagine they can do some of the things on the list or write in their skills.)

Then, ask them to **pair** with another student and ask each other about their talents and skills.

Later, have a few or several volunteers **share** with the whole class what they learned about their partner.

Be sure students' names are on their handouts and collect them for use in an activity later in the lesson.

### Skills and Talents

act or perform	do math	make art or	use a computer
arrange flowers	draw or paint	handicrafts	work with your
build or fix things	give a presentation	make clothes or sew	hands
cook	grow food	sing	write stories
dance	lift weights	speak a language	write poetry
design things	play an instrument	teach a language	
	play a sport	tell jokes / stories	

## ***Pronunciation Practice***

The Pronunciation Practice video teaches about the pronunciation of “have to” as “hafta.”

### **Pronunciation Practice Video Script – Lesson 21**

#### **1. Have to**

In American English, you can say that something is necessary by using “have to.”

In slow speech, Americans can say “have to,” but in fast speech, Americans say, “hafta.”

It looks like this: have to.

It sounds like this: hafta.

#### **2. Watch the video. Listen to Anna say “have to” slowly.**

Anna: Sorry, I can’t come with you. I have to get my driver’s license.

Then, listen to Anna say “have to” quickly.

Anna: We have to go.

Now, you try it. Use “have to” in a sentence.

I can’t go to the movie tonight.

I \_\_\_\_ study English. (have to)

## ***Practice Cooperating - Activity 2***

Tell students, “Now, we are going to use our skills and talents to cooperate some more.”

Put students into groups of four and give them their Skills and Talents handouts from previous day.

Write these Ideas on the board:

- Plan an event or party
- Build or make something
- Start a business
- Open a school
- Fix a problem
- Help a person / people
- Start a sports team

Tell students they will work with their group to decide on something to do, plan or make together. The ideas on the board can help them decide.

Give an example: “For example, if the skills of my group are dancing, singing, playing

musical instruments, acting and writing stories, maybe we will open a school for creative people. Or, maybe we will perform at a special event.”

Continue, “Use your imagination to develop the details. For example, if you are opening a school, what instruments will you teach? If planning a party, what kind of music will there be? What will the food be?”

Say, “For your plan, make note of things you can and things you have to do.”

Have students read this example on the activity sheet:

We have to have food. (Student name) can cook delicious food.

We have to have music. (Student name) can play music.

We have to have games. (Student name) can lead some games.

For the activity, ask one student in each group to take short notes about their plan.

Give students time to develop their ideas in groups.

Have one or two people from each group share with the class. The speaker must tell the class what each person’s skill or talent is. Ask them to use “can” and “have to” as they speak.

## ***Listening Quiz***

Give each student a paper copy of the listening quiz. Play each question's video and pause for students to answer. Ask students to choose the correct answer.

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

1. Marsha says: "My friend is having a party on Saturday. Can you come with me?"  
Anna says: "Sorry, I can't come with you. I have to get my driver's license."
2. Marsha says, "Marsha: Will you be busy all day?" Anna says, "I don't know. First, I have to take a test on the computer. Then I have to take a test in the car."
3. Marsha says, "I have to help my friend with the party. Can you help me?" Anna says, "Sure. That sounds like fun." Marsha says, "Everyone has to bring something or do something. You can bring food, or you can perform."
4. Marsha says, "That's it! You can sing at the party. Now, I have to go shopping for food." Anna says, "Can I help? I'm not busy right now."
5. Anna says: "We have to go. I have to help Marsha shop. And I have to practice my song!"

## ***Writing***

Discuss the vocabulary that may be used for the topic. Students can choose one of the two writing topics:

1. What are some ways that people work together (cooperate) in your neighborhood, community, and town?
2. What are some ways that you can help a friend or classmate practice English? And in what ways can they help you practice?

If an in-class activity, ask a few students to share or summarize their writing with the class.

### Conversation

- Anna: Hi there! Washington, D.C. has some great coffee shops. My favorite is this one -- Busboys & Poets.
- Anna: Actually it's more than a coffee shop. It's also a bookstore, a restaurant and a theater!
- Anna: Marsha and I love coming here.
- Marsha: Hey, Anna, my friend is having a party on Saturday. Can you come with me?
- Anna: Sorry, I can't come with you. I have to get my driver's license.
- Marsha: Will you be busy all day?
- Anna: I don't know. First, I have to take a test on the computer. Then I have to take a test in the car.
- Marsha: But you have to take the test during the day, don't you?
- Anna: Yes.
- Marsha: The party is at night.
- Anna: Oh. Then I can come with you to the party on Saturday night.
- Marsha: Great! I have to help my friend with the party. Can you help me?
- Anna: Sure. That sounds like fun.
- Marsha: Everyone has to bring something or do something. You can bring food, or you can perform.
- Anna: Really, I can perform?
- Marsha: You can! Can you?
- Anna: Yes! I can recite poetry. *(Anna is in a club reciting a poem)*  
- A poem -  
*Light dark*  
*Light dark*  
*Darkness*  
*Dark*
- Marsha: In this country, nobody recites poetry at parties. Um ... can you do anything else?
- Anna: Hmm, yes. I can do a card trick. *(Anna is doing a card trick)*  
Your card is the 10 of diamonds! No?  
Pick a card. Any card.  
Here, just pick this one.  
Great!
- Marsha: Anna, maybe you can just bring food.
- Anna: No, I can't cook. And I really want to perform. You know, there is one thing I can do. *(Anna plays a song on the ukulele and sings)*  
Trouble in mind. I'm blue...

But I won't be blue always

The sun's gonna shine in my back door some day.\*

Marsha: That's it! You can sing at the party. Now, I have to go shopping for food.

Anna: Can I help? I'm not busy right now.

Marsha: Sure, let's go!

Anna: We have to go. I have to help Marsha shop. And I have to practice my song!

    Trouble in mind. I'm blue...

Anna: Until next time!

*\*The song "Trouble in Mind" was written by jazz pianist Richard M. Jones.*

## ***Key Words***

**bookstore** - *n.* a store that sells books

**card** - *n.* a small piece of stiff paper that is used for playing games

**day** - *n.* the part of the day when light from the sun can be seen

**driver's license** - *n.* an official document or card which shows that you have the legal right to drive a vehicle

**else** - *adv.* used to refer to a different or additional person or thing

**night** - *n.* the time of darkness between one day and the next

**perform** - *v.* to entertain an audience by singing or acting

**poetry** - *n.* the writings of a poet

**recite** - *v.* to read (something) out loud or say (something) from memory

**test** - *n.* a set of questions or problems that are designed to measure a person's knowledge, skills, or abilities

**trick** - *n.* a clever and skillful action that someone performs to entertain or amuse people

# Quiz - Level 1, Lesson 21 - Can You Come to the Party?

Listen. Circle the letter of the correct answer.

1. What does Marsha want Anna to do?

- a. Marsha wants Anna to have a party on Saturday.
- b. She wants Anna to get a driver's license.
- c. Marsha wants Anna to go to a party with her.
- d. She wants Anna to leave the party now.

4. Why does Anna say "Can I help? I'm not busy right now."

- a. She wants to spend more time with Marsha.
- b. Anna wants to leave the coffee shop.
- c. She wants to go home and sleep.
- d. Anna needs to take food to the party.

2. Why can't Anna go to the party on Saturday?

- a. She does not like going to parties.
- b. Anna has to get her driver's license.
- c. She has to learn how to drive.
- d. Anna has to do work on her computer.

5. What is one thing Anna says that she has to do?

- a. Anna needs to study for the driving test.
- b. She has to help Marsha shop for the party.
- c. Anna has to cook something for the party.
- d. She has to bring food to the party.

3. What does Anna have to do when she goes to the party?

- a. She has to perform something at the party.
- b. Anna has to bring food and drinks to the party.
- c. She has to welcome the guests at the party.
- d. Anna has to do something or bring something.

## STEP 1

Think of your own skills and talents, then write the ones on the list that apply to you in the box below.

I can....



## STEP 2

Pair with a partner. Compare your skills and talents with your partner's. Write six sentences in the box about what they can do. Share with the class about what your partner can do.

My partner can tell jokes and play sports.

## STEP 3

Make a group of four. With your group, decide on something to do, plan or make together.  
Use this list for ideas:



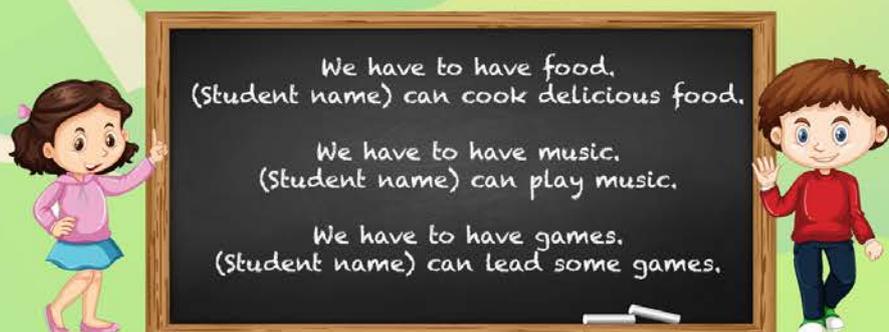
## STEP 4

Use your imagination to plan the details.  
Write what you have to do. Decide what each person can do to help.

Event	What we have to do	Who can do it
Birthday Party	Have music, food, and games	Joy - music (DJ) Anup - Food (cook) Lee - Games

## STEP 5

Share your plan with your class.





<b>Topics</b>  Vacations  Seasons	<b>Prepare Before Class</b>  Images of tourist attractions, amusement parks, or monuments
<b>Learning Strategy</b>  Plan	<b>Goals</b>  Grammar: Future events and intentions using going to  Speaking: “My favorite season is...” and “When I go on vacation, I like ____.”  Pronunciation: Shadowing

**Day 1**

***Introduce the Lesson Topic***

Tell students, “Today we will talk about future events. We will learn to talk about vacations and seasons of the year as well.”

Ask students, “What is your favorite season, and why?” As students answer, write the names of seasons on the board.

Ask students, “Would you like to go on a vacation?”

Continue, “What do/would you like to do when you go on vacation?” Write their answers on the board. Possible answers may include, “Go to the beach/go swimming,” “Go to an amusement park/ride a roller coaster” or “Go outdoors/go hiking, fishing, or camping.”

Continue, “When we go on vacation, we often go to different kinds of places during different seasons. Let’s learn how to talk about that in English today. We will also learn how to use the strategy Plan when we talk about these things.”

## Teach Key Words

Have students listen to the Speaking Practice video and say the new words for this lesson or repeat them after you.

## Speaking Practice

After the key words, the video teaches about seasons and vacation activities.

### Speaking Practice Script – Lesson 22

1. There are four seasons in each year.

They are Winter, Spring, Summer, and Autumn

Sometimes you will hear the word Fall.

Autumn is the same as Fall.

Autumn=Fall

4. In America, there are many popular things to do on vacation.

Listen to Anna and Amelia talk about one popular thing to do on vacation: camping.

Anna: “Today we are going to take you on a summer vacation! You will see popular things to do on vacation! One is camping. When you go camping, you cook, sleep, and play outdoors!”

Amelia: “When I go camping, Anna, I like to go hiking and fishing.

Anna: “Me, too. Those are fun things to do when you go camping!”

2. You will often hear Americans talk about their favorite season.

They do this by using the phrase “My favorite season is...”

Listen to Anna talk about her favorite season: “My favorite season is summer because of summer vacation!”

5. Now you try it.

Talk about what you like to do on vacation.

When I go on vacation, I like \_\_\_\_ and \_\_\_\_.  
(student chooses activities they like)

3. Now, you try it.

Talk about your favorite season.

My \_\_\_\_\_ season is \_\_\_\_\_. (favorite, student choice)

## **Activity 1A**

Write on the board:

Student A: What is your favorite season?

Student B: My \_\_\_\_\_ season is \_\_\_\_\_.

Ask students to get ready for a pair practice. They should form two lines, facing each other. One student should be Student A and his or her partner should be Student B.

Walk around and listen to students as they practice. Answer questions as needed. When students have completed the lines, they can trade roles.

Ask one student to move from the front of one line to the back of the same line. Students should move over so that they are standing across from a new student. Repeat the question and answer about seasons.

## **Activity 1B**

While students are practicing, write on the board.

Student A: What do you like to do on vacation?

Student B: When I go on vacation, I like \_\_\_\_ and \_\_\_\_.

Tell students in one line to be Student A. Their partner will be Student B. Follow the same steps outlined in Activity 1A.

## **Day 2**

### **Learning Strategy**

Tell students that in today's lesson, they will learn to plan.

Say, "We plan when we want to start something new or achieve something."

Give an example: "Imagine something you want to learn to do, like getting better at a sport that you play. Maybe you want to learn a new dance." Then ask, "What happens next?"

Write their responses on the board. Say, "An important part of achieving one's goals is to plan how to meet those goals."

## ***Present the Conversation***

Tell students that the video will show Anna and her co-worker, Amelia, planning a new children's show. Anna has many ideas for the show. Will Amelia like them and work well with Anna? Play the video or ask a few students to read the conversation.

### **Main Video Script – Lesson 22**

#### **1. Listen:**

What are we going to talk about on the first show?

#### **Speak:**

What are we \_\_\_\_\_ talk about on the first show? (going to)

#### **2. Listen**

I want to talk about summer vacation.

#### **Speak:**

I \_\_\_\_\_ talk about summer vacation. (want to)

#### **3. Listen:**

First, we're going to introduce the subject.

#### **Speak:**

\_\_\_\_\_, we're going to \_\_\_\_\_ the subject. (First, introduce)

#### **4. Listen:**

Then we can show pictures and video.

#### **Speak:**

\_\_\_\_\_ we \_\_\_\_\_ show pictures and video. (Then, can)

At the end of the video or after listening to the conversation, ask students, "What are Anna and Amelia doing?" Give students time to answer.

Say, "They are planning the new show."

Write the words on the board:

First

Then

Finally

Explain, "These words show the order of the events they are planning. We can do the same thing with an event in our own future."

Say, "We will practice planning later by talking about what we plan for a vacation."

## Activity 2

Hand out the Activity Sheet to all students. Tell students, “Look at the Activity Sheet. Work with a partner to fill in the names of the activities and the seasons.”

Say, “Then write out your plans and your partner’s plans for the next four seasons. Then walk around and ask two classmates about their plans for the next four seasons.”

Ask students to look at the middle part of the activity sheet. Notice the line that rises and falls above the sentence in the middle of the page. Tell them that one way to practice shadowing is to draw the way the speaker’s voice goes up and down.

Read the first sentence for the students, and match your voice to the rise and fall of the line. Read the line again, and then ask students to say the sentence with you, or “shadow.”

Ask students to work in pairs. They should not work with students that they worked with in yesterday’s lesson.

Tell the students you will read the second line in the activity sheet, and they must listen and work together to draw the line that shows how your voice moves. Read the line slowly two times, then ask students to repeat the line slowly and draw how your voice moved.

Ask several students to read the second sentence. Ask others if they correctly made their voice go up and down.

Then ask the students to say the line with you at a normal speed.

Follow the same steps for the third sentence.

If time permits, ask students to practice making statements. Their partners should try to “shadow” them by matching the rising and falling of their voices.

## Pronunciation Practice

The Pronunciation Practice video teaches how to “shadow.”

### Pronunciation Practice Video Script – Lesson 22

1. In this week’s lesson, you can see Amelia and Anna saying something at the same time.

Even though they are both talking, they are not being rude, or impolite.

Remember in Lesson 16, Anna asks tourists to talk with her:

Excuse me. I’m Anna Matteo from The News. Do you have time for an interview?

2. In this lesson, Anna does not say “excuse me.” She and Amelia say the same thing at the same time. Friends talking together often do this. Listen to Anna and Amelia showing their feelings about roller coasters and the beach.

Amelia: I love cotton candy ...!

Anna and Amelia: and roller coasters!

Anna and Amelia: I love the beach!

English teachers say learners should ‘shadow’ an English speaker to practice.

3. Now you try it. Watch the video two or three times. Start saying the words together with the actors. Now you are shadowing.

Amelia: What is the last vacation?

Anna: One of the most popular summer vacations is ... going to the beach!

Anna and Amelia: I love the beach!

## ***Listening Quiz***

This quiz does not have audio prompts. You can play the main video again so students can remember the conversation. Or, ask a few students to read the conversation aloud.

Give each student a paper copy of the quiz and ask them to choose the correct answer.

For teacher reference, here are the answers:

1. She likes summer vacation.
- 2 Anna wants to show videos.
- 3 They like to go hiking and fishing.
- 4 She wants to go to the beach immediately.
- 5 She is sad she cannot take vacation this summer.

## ***Writing***

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 topics on the board:

What is your favorite season?

What do you like to do when you go on a vacation?

Give students a choice to illustrate their writing with drawings of their favorite season or the things they like to do, and collect the finished work to post on the classroom walls and make a gallery of the students' writing and drawing.

## Resources

### *Conversation*

- Anna: Washington, D.C. has four seasons: winter, spring, summer and autumn or fall. My favorite season is summer because of summer vacation! Hey, that will be a great subject for my new work assignment -- the children's show. I can teach what families in the U.S. do during summer vacation. Today, I'm planning the show with Amelia. This is the first time we are working together. I hope we can work well together. Hi, Amelia!
- Amelia: Hi, Anna! So, what are we going to talk about on the first show?
- Anna: I want to talk about summer vacation.
- Amelia: That will be fun! Are you going on vacation this summer?
- Anna: No. This summer I am too busy.
- Amelia: That's too bad.
- Anna: It's okay. I can go on vacation next summer. This show will be a lot of fun too!
- Amelia: So, Anna, what's the plan for the show?
- Anna: First, we're going to introduce the subject. Then we can show pictures and video.
- Amelia: We can show tons of video!
- Anna: Right! We can interview children and have guests, too.
- Amelia: Kids can ask us questions.
- Anna: Great idea! Finally, we can read the questions and tell them where to learn more.
- Amelia: Okay, let's try it!
- Anna: Let's do it!
- Anna: Hi there! And welcome to ... Amelia, we don't have a name for the show.
- Amelia: We'll think of a name later. For now, we'll call it "The Show."
- Anna: Great. Hi there! And welcome to "The Show."
- Anna: Today we are going to take you on a summer vacation! You will see popular things to do on vacation!
- Anna: One is camping. When you go camping, you cook, sleep and play outdoors!
- Amelia: When I go camping, Anna, I like to go hiking and fishing.
- Anna: Me, too. Those are fun things to do when you go camping!
- Anna: These people are hiking.
- Amelia: Okay, let's talk about the next vacation.
- Anna: Another popular summer vacation is going to an amusement park. At an amusement park, you go on rides and eat lots of fun food!
- Amelia: I love cotton candy ... !
- Anna & Amelia: and roller coasters!

Amelia: This show is going to be a lot of fun.  
Anna: I know!  
Anna: This is riding a roller coaster!  
Amelia: Whoooo! What is the last vacation?  
Anna: One of the most popular vacations is ... going to the beach!  
Anna & Amelia: I love the beach!  
Anna: When I see that blue ocean, I want to leave Washington, D.C. immediately and go to the beach!  
Anna: Maybe next summer.  
Amelia: But right now, it's time to work!  
Anna: Right. Until next time ...

## Key Words

**amusement park** - *n.* a place that has many games and rides (such as roller coasters and merry-go-rounds) for entertainment

**beach** - *n.* an area covered with sand or small rocks that is next to an ocean or lake

**camping** - *n.* the activity of sleeping outdoors in a tent usually for enjoyment

**cotton candy** - *n.* candy made from sugar that is boiled, spun into a soft material using a special machine, and then wound around a stick

**fishing** - *n.* the sport or business of catching fish

**guest** - *n.* a usually well-known person who is invited to appear or perform on a program

**hike** - *n.* to walk a long distance especially for pleasure or exercise

**immediately** - *adv.* without any delay

**introduce** - *v.* to speak briefly to an audience about something that is about to begin

**kid** - *n.* a young person

**outdoors** - *adv.* outside a building or not inside a building

**plan** - *n.* a set of actions that have been thought of as a way to do or achieve something

**plan** - *v.* to think about and arrange the parts or details of (something) before it happens or is made

**right** - *adv.* in a direct course or manner

**right now** = immediately

**roller coaster** - *n.* a ride at an amusement park which is like a small, open train with tracks that are high off the ground and that have sharp curves and steep hills

**season** - *n.* one of the four periods into which the year is commonly divided

**subject** - *n.* the person or thing that is being discussed or described

**swimming** - *n.* the sport or activity of moving through water by moving your arms and legs

**vacation** - *n.* a period of time that a person spends away from home, school, or business usually in order to relax or travel

## ***The Four Seasons***

**spring** - *n.* the season when plants and trees begin to grow

**summer** - *n.* the warmest season of the year

**autumn** - *n.* the third season of the year, when crops and fruits are gathered and leaves fall

**winter** - *n.* the coldest season of the year

## Quiz - Level 1, Lesson 22 - Next Summer

Listen. Circle the letter of the correct answer.

1. Why does Anna say summer is her favorite season?

- a. She likes summer vacation.
- b. Anna likes the temperature.
- c. She does not like autumn.
- d. Anna says she likes the rain.

4. What does Anna say about the beach?

- a. Anna likes the beach in Washington, D.C.
- b. She wants to go to the beach immediately.
- c. Anna does not want to go to the beach.
- d. She likes the blue water, but does not like the beach.

2. What does Anna want to do after they introduce the subject?

- a. She wants to talk to adults.
- b. Anna wants to end the show.
- c. She wants to ask kids questions.
- d. Anna wants to show videos.

5. Why does Anna say “Maybe next summer?”

- a. Anna does not really want to go to the beach.
- b. She does not know where she will live next summer.
- c. Anna wants Amelia to go on a vacation next summer.
- d. She is sad she cannot take vacation this summer.

3. What do Anna and Amelia like to do when they go camping?

- a. They like to cook and sleep.
- b. They sleep in a warm, comfortable bed.
- c. They like to go hiking and fishing.
- d. They cook, sleep, and play indoors.

STEP 1

Look at the list of the four seasons below.  
Write the correct season above the months when each season happens in the U.S. Then fill in the blanks below with the correct letters to spell the different activities you can do in each season.

Seasons

FALL SUMMER SPRING WINTER

Winter					
December	January	February	March	April	May
go s <u>k</u> i <u>n</u> g			start _ a _ d _ _ ing		
go _ l _ dd _ ng			go _ _ mp _ _ g		

June	July	August	September	October	November
go s _ i _ mi _ g			start stu _ _ _ _ g		
play _ as _ _ a _ l			play _ _ _ _ ball		

STEP 2

Watch the video or listen to the audio for Let's Learn English Lesson 22 again and try to find the sentences below in the dialogue.  
Listen or watch one more time and draw a line over each sentence.  
Make each line go up and down to show how the voice changes.

1

Are you going on vacation this summer?

2

First, we're going to introduce the subject. Then we can show pictures and video.

3

When you go camping, you sleep, cook and play outdoors!

**STEP 3**

Talk to a friend about the plans you both have for the next four seasons.  
Write down both your plans and their plans.

**Your plans for the next four seasons:**


Are you going to go skiing next winter?

No. I am going to go sledding.



**Your friend's plans for the next four seasons:**


**STEP 4**

Now listen to two other friends talk about their plans for next year.  
Practice your pronunciation by shadowing them.



**LEVEL 1**  
**LESSON 23**  
**WHAT DO YOU WANT?**

**Topics**

Asking the time  
Counting change

**Prepare Before Class**

Teaching clock or drawing of a clock  
Play money

**Learning Strategy**

Respond

**Goals**

**Grammar:** Using want to express desires  
**Speaking:** Counting Change  
**Pronunciation:** Informal expressions - outta, yep, and whaddaya.

**Day 1**

***Introduce the Lesson Topic***

Say, "Today, we will see Anna and her friends getting food. We will learn about telling time and making change."

Continue, "Let's learn how to do that in English today."

***Teach Key Words***

Have students listen to the Speaking Practice video and say the new words for this lesson or repeat them after you.

## Speaking Practice

The Speaking Practice video offers a guide for how to count back change.

### Speaking Practice Script – Lesson 23

1. When you buy something in a store, you may hear two ways of counting change.

In this lesson, Jonathan counts the dollars that he has after buying the dish.

Okay, here is your change. The dish costs \$7.

So, here is 1, 2, 3 dollars back from your 10.

2. Another way to count change is to count up from the price.

I want the chicken. Here is 10 dollars. The chicken costs 7 dollars. Here is your change: 8, 9, 10 dollars.

Now you try it. Imagine you work at a pizza shop. John buys a pizza for \$6.00. He gives you \$10.00.

“I’ll have a slice of pizza. Here is \$10.00.”

Count up from six.

Thanks. Here is your change: seven, \_\_\_\_\_, \_\_\_\_\_, ten dollars. (eight, nine)

Tell students, “Now we are going to practice some more.”

Ask students to work in pairs. Distribute the play money to students. Each pair of students should have one bill showing \$10 and four bills showing \$1 each.

Tell students to practice making change both ways - just like in the video. Tell them to count the dollars left after buying the dish, then tell them to count change up from the price.

Say, “Imagine the dish costs \$6. Practice counting change both ways.”

Give students time to practice using the prices \$6, \$7, or \$8.

If time permits, ask students to volunteer in front of the class.

**Present the Conversation**

Tell students that the video will show Anna getting food with her friends in Washington, DC. They talk about telling time and making change. Play the video or ask a few students to read the conversation.

**Main Video Script – Lesson 23**

1. Listen:

What time is it now?

Speak:

What \_\_\_\_ is it \_\_\_\_? (time, now)

3. Listen:

Here is your change.

Speak:

\_\_\_\_ is your \_\_\_\_\_. (Here, change)

2. Listen

It is 11:50. We have to go!

Speak:

It is \_\_\_\_\_. We \_\_\_\_\_ go!

4. Listen:

The dish costs \$5. Here is \$5 back.

Speak:

The dish \_\_\_\_\_ \$5. (costs)

Here is \$5 \_\_\_\_\_. (back)

## Pronunciation Practice

The Pronunciation Practice video teaches how to pronounce the words “outta,” “yep,” and “whaddaya.” Here is the script for the video:

### Pronunciation Practice Video Script – Lesson 23

1. In fast speech, Americans say out of as *outta*. Listen as Anna talks to a woman working at a food truck:

Anna: I want the chicken dish.

Truck worker: We're outta chicken.

Now, you try it. You are a teacher. The time for a test is over.

Students, put your pencils down. We are \_\_\_\_\_ time for today. (outta)

2. Yes and Yep

In informal speech, Americans sometimes say yes as yep. The food truck worker uses an informal way of saying, yes.

Anna: You're outta chicken?

Worker: Yep!

Now you try it.

Answer this question: “Are you learning informal English?”

\_\_\_\_\_, I am! (Yep)

3. What Do You Want?

In fast speech, Americans often say words without a break between them.

One example of this is “What do you want?”

Notice how Caty asks Jonathan and Anna about buying more food:

Well, we still have \$8!

Whaddaya want now?

Now you try it.

Imagine you are at a game with a friend. The game is over.

Ask your friend what they want to do now.

\_\_\_\_\_ want to do now? (Whaddaya)

## ***Learning Strategy***

Tell students that in today's lesson, they will learn to respond.

Say, "We respond to what we hear. You respond to the topic that you hear another speaker talk about. In other words, you are listening actively."

Give an example. Say, "In the video, Jonathan listens to the food truck worker. She says they are out of shrimp. Jonathan responds. First, he repeats the sentence, 'Oh, you're out of shrimp.' That shows he understands. You can respond this way, too."

## ***Activity Sheet***

Hand out the Activity Sheet. Ask two students to stand at the front and read the following:

Student A: I'll have the pizza.

Student B: Sorry, we're out of (/outta/\*) pizza.

Student A: Okay, I'll have a veggie burger, then.

Student B: The veggie burger is \$4.00.

Student A: Okay. Thanks.

\*see the Pronunciation Practice video for this reduced form

Conclude, "Let's practice talking about buying foods."

Have students form pairs. Instruct students to complete the words, write the prices, then complete the pair practice.

While students are working on the activity, encourage the pairs to think about what their partner is saying. Remind them, "You are listening carefully and answering your partner."

If there are students at a higher level within the class, have them write very high or very low prices to see if their partner is listening and can answer appropriately.

When the pairs have completed their conversations, have a few students volunteer to come to the front of the class to demonstrate to the class as a whole.

## ***Listening Quiz***

Give each student a paper copy of the listening quiz. Play each question's video and pause for students to answer. Ask students to choose the correct answer.

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

1. Anna asks, "What time is it now?" And Jonathan says, "11:50."
2. Anna and Jonathan are meeting Ms. Weaver at 12:00. Jonathan says it is 11:50.
3. Jonathan says: "Okay, here is your change. The dish is \$7. So, here is 1, 2, 3 dollars back from your 10." Caty says, "Great."
4. Jonathan says, "Excuse me, I'll have the shrimp. Oh, you're out of shrimp? I'll have the beef, then."
5. Anna says, "Hello. I want the chicken dish."  
Truck worker: We're out of chicken.  
Anna: You're out of chicken.  
Worker: Yep.  
Anna: I'll try another food truck. Thanks!

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

## ***Writing***

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 do you usually have for lunch on a weekday?

What kinds of restaurants do you like to go to?

When do you like to eat different meals?

If time allows, have students make a menu for a restaurant they would like to visit.

## Resources

### *Conversation*

- Anna: Washington, D.C. has great food from all over the world.
- Anna: Today I'm having lunch with my boss. Ms. Weaver says we're going on a trip around the world. But she knows I only have an hour for lunch! Silly woman.
- Jonathan: Hi, Anna!
- Anna: Hi Jonathan! Hey, we are meeting Ms. Weaver for lunch at noon, aren't we?
- Jonathan: Yes.
- Anna: What time is it now?
- Jonathan: 11:50.
- Anna: 11:50! We have to go!
- Anna: So, where is this world food restaurant?
- Caty: We're not eating at a restaurant.
- Anna: Where are we eating?
- Caty: We are eating at ... food trucks!
- Anna: Food trucks ... awesome! What's a food truck?
- Caty: These are food trucks!
- Anna: Wow!
- Jonathan: Whoa!
- Caty: Okay, Jonathan, you will buy the first dish. Here is \$10. Surprise us!
- Jonathan: Okay, I'll be back in 15 minutes.
- Anna: What country do I want to visit?
- Caty: Anna, you pick the second country. Here is \$10.
- Anna: I want chicken.
- Caty: The food truck, over there, has great chicken.
- Anna: Awesome!
- Caty: After you buy your food, meet me here.
- Jonathan: Excuse me, I'll have the shrimp.
- Jonathan: Oh, you're out of shrimp. Okay, I'll have the beef then.
- Anna: Hello. I want the chicken dish.
- Worker: We're out of chicken.
- Anna: You're out of chicken.
- Worker: Yep.
- Anna: I'll try another food truck. Thanks!
- Worker: You're welcome.
- Jonathan: Okay, here is your change. The dish is \$7. So, here is 1, 2, 3 dollars back from your 10.
- Caty: Great.
- Jonathan: Where's Anna? Is she dancing by that food truck?
- Caty: Yes. Yes, she is.

Anna: Ms. Weaver, here is your change. The dish costs \$5. So - \$5 back.

Caty: Thanks, Anna. But where is the food?

Anna: I'm eating it. The Peruvian chicken is delicious! Try some!  
(Caty and Jonathan shake their heads "no")

Caty: Well, we still have \$8! What do you want now?

Anna: We can buy dessert!

Caty: I'll buy dessert.

Anna: In Washington, D.C., you can travel around the world ... with food trucks! And it  
does not cost a lot.

Anna: Until next time!

## Key Words

**after** - *adv.* following in time or at a later time

**beef**- *n.* meat from a cow or the meat of the cow used as food

**chicken** - *n.* a bird that is raised by people for its eggs and meat or the meat of the chicken used as food

**cost** - *v.* to have (an amount of money) as a price

**delicious** - *adj.* very pleasant to taste

**dessert** - *n.* sweet food eaten after the main part of a meal

**dish** - *n.* food that is prepared in a particular way

**hour** - *n.* one of the 24 equal parts of a day; 60 minutes

**minute** - *n.* a unit of time equal to 60 seconds; one 60th of an hour

**noon** - *n.* the middle of the day; 12 o'clock in the daytime

**only** - *adv.* no more than

**pick** - *v.* to choose or select (someone or something) from a group

**shrimp** -- *n.* small shellfish that has a long body and legs and that is eaten as food

**trip** - *n.* a journey to a place

**truck** - *n.* a very large, heavy vehicle that is used to move large or numerous objects

## Quiz - Level 1, Lesson 23 - What Do You Want?

Listen. Circle the letter of the correct answer.

1. What time is it now?

- a. It is eleven-fifteen.
- b. It is twelve-fifteen.
- c. It is eleven-fifty. I want shrimp.
- d. It is twelve-fifty.

4. What does Jonathan say to ask for food?

- a. I want shrimp.
- b. Give me beef.
- c. I have some shrimp.
- d. I'll have the beef.

2. Why does Anna say "We have to go?"

- a. Anna does not want to be late.
- b. She wants to take Jonathan to lunch.
- c. Anna sees a person who she knows.
- d. She does not want to see Ms. Weaver.

5. How does Anna respond to what the woman says?

- a. She says "I want the chicken dish."
- b. Anna says "Thanks."
- c. She repeats what the woman says.
- d. Anna asks for a different dish.

3. How much does the dish cost?

- a. The dish is \$3.
- b. Jonathan says the dish is \$7.
- c. The dish is \$10.
- d. Jonathan says the dish is \$5.

STEP 1

Fill in the missing letters to write the names of each coin and bill. Then draw a line to match each coin and bill with its number value.



p e n n y

q \_ a \_ t \_ r

n i \_ \_ \_ l

\_ \_ m e

\$.05

\$.25

\$10

\$.01

\$5

\$1

\$.10



\_ i \_ \_  
d \_ ll \_ r  
\_ \_ ll

o \_ e  
\_ o \_ \_ ar  
b \_ l \_

\_ en  
\_ ol \_ \_ r  
\_ \_ ll

STEP 2

Now look at the prices for the food below. Pretend you work in a shop. Listen to your friend say the things they want to buy. Tell them with the bills and coins they need to buy those things. Then let your friend pretend they work in a shop. Tell them the things you want to buy. Listen to their answers.

SHOP	
soda	\$1.95
sandwich	\$8.50
lollipop	\$0.25
cookie	\$0.80
hot dog	\$2.42

You need three quarters and one nickel.

I want to buy a cookie.





**LEVEL 1**  
**LESSON 24**  
**YESTERDAY WAS**  
**AMAZING!**

<b>Topics</b>  Festivals  Cultural traditions	<b>Prepare Before Class</b>  Handout for practicing 'Substitute'  Photos of Folklife Festival for practicing 'Substitute'
<b>Learning Strategy</b>  Substitute	<b>Goals</b>  Grammar: Regular Past Tense Verbs Speaking: Voiced and voiceless past tense pronunciations Pronunciation: Substituting one word for another

**Day 1**

***Introduce the Lesson Topic***

Say, "Today we will learn about festivals and cultural traditions."

Ask students to think about their own culture. Say, "What are some of the cultural traditions in your country?"

Then ask students, "Do you enjoy festivals?" or "What kinds of festivals have you heard of?"

Continue, "When we go to festivals or cultural events, we often talk about them later. We describe them in the past tense. Let's learn how to do that in English today. We will also learn how to use the strategy substitute when we talk about these things."

***Teach Key Words***

Have students listen to the Speaking Practice video and say the new words for this lesson or repeat them after you.

## Speaking Practice

The video teaches words people use when they cannot remember a word or do not know the correct word.

### Speaking Practice Script – Lesson 24

1. Sometimes we cannot remember a word. There are often other words you use to talk about the thing.

Listen to Anna talk about the Basque game:

They are playing a game. It's a kind of handball.

What do they call it? They call it pilota!

2. In informal speech there are other ways to say you do not remember a word.

Some people say “whatchamacallit” or “thingamajig” to substitute for a word they do not know.

A: What's that?

B: What?

A: The thingamajig on your desk?

B: Oh, that's a can opener.

### Day 2

## Present the Conversation

Tell students that the video will show Anna visiting a cultural festival in Washington, D.C. She learns about the Basque culture from Spain. Play the video or ask a few students to read the conversation. Tell students to respond when there are pauses in the video.

### Main Video Script – Lesson 24

1. Listen:  
Yesterday started like a usual workday.

Speak:  
\_\_\_\_\_ like a usual workday.  
(Yesterday started)

3. Listen:  
Then, I saw something.

Speak:  
Then, I \_\_\_\_\_. (saw something)

2. Listen  
I wanted a break.

Speak:  
I \_\_\_\_\_ a break. (wanted)

4. Listen:  
It was a festival.

Speak:  
\_\_\_\_\_ a festival. (It was)

## ***Activity***

Tell students, “Now, we are going to practice this some more.” Hand out the Activity Sheets to all students. Tell students, “Look at both Activity Sheets. Work with a partner to write sentences using the past tense in the spaces at the top of both sheets. Try to help each other.

Tell students, “When you are finished with the top parts of the sheets, you should work on the next part by yourself. Write your own summary.” When students are done, ask students to share their writing with a partner. If there is time, students can then walk around and ask two other classmates what they wrote.

## ***Learning Strategy***

Tell students the learning strategy for this lesson is substitute. Say, “We substitute when we do not know a word. When you substitute, you use words you know to describe something that you do not know.”

Play the video, remind students of the conversation, or use the photos in the Resources section. If using photos, ask a student to answer the question written about one of the photos. If you replayed the video, ask, “What happens when Anna does not know a word?”

Say, “You can hear Anna telling about the game. She does not remember the name at first.” They are playing a game. It’s a kind of handball. What do they call it? They call it pilota!

Say, “Anna uses a phrase, “It’s a kind of handball,” to tell about the game. She is substituting that phrase for the Basque name. Then she remembers the name, pilota.”

Give students a copy of the “substitute” handout. Have one student demonstrate the activity. Tell the student, “Ask me about the first picture.” After the student asks, “What is this woman wearing?” answer along these lines: “I think it’s a special kind of hat. What do you think?”

Encourage the student to try to describe the headgear. Thank the student and address the class. Tell students, “Find a partner. Choose one person to go first. Ask about a picture.”

Say, “Your partner will try to describe the picture. You do not need to know the name in English. Just use the words ‘you know.’ You can paraphrase - put it into other words - or substitute -use a word like whatchamacallit or thingamajig.” As students work on the exercise, remind them that they can either substitute or paraphrase to explain unknown objects.

## Pronunciation Practice

The Pronunciation Practice video teaches how to pronounce regular past tense endings, including /d/, /ld/, and /t/.

### Pronunciation Practice Video Script – Lesson 24

1. Regular past tense verbs have the /ed/ ending, but are pronounced in three different ways.

Here are the three sounds:

/d/ /ld/ /t/

Here are some examples of the three sounds:

walk /t/	start /ld/	play /d/
dance /t/	want /ld/	call /d/
cook /t/		

Now you try it.

Say this sentence in the past tense:

We start singing, then we play, and we dance.

We started (/ld/), singing, then we played (/d/) and we danced (/t/)

2. There is one past tense verb in this lesson that does not add -ed.

That is was, the past tense form of the verb “be.”

Listen to Anna talking about yesterday in the video.

Yesterday was the most amazing day.

Was is a verb with an irregular past tense form.

You will see more irregular verbs in the next lesson.

Tell students they are going to practice this some more.

Ask students to work in pairs. Tell them they are going to practice writing sentences with regular past tense verbs, and then practice saying them, too.

Just like in the video, students should write simple sentences using at least one past tense verb. Make sure that students practice pronouncing all three endings - /d/, /ld/, and /t/

Examples include:

I walked all day.

I wanted to read.

I called my family.

Then, ask several volunteers to share their examples with the whole class.

## ***Listening Quiz***

Give each student a paper copy of the listening quiz. Play each question's video and pause for students to answer. Ask students to choose the correct answer.

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

1. Anna says "Life in Washington, D.C. is interesting. I see something new every day -- like yesterday. Yesterday started like a usual workday."
2. Anna says "They are cooking traditional Basque food."
3. Anna says " They are playing a game. It's a kind of handball."
4. Anna says "Every year, the festival shows different cultures. This year, one of the cultures was the Basque culture."
5. Anna says, "She is using a whachamacallit to make part of a ship."
6. Anna says, "This is traditional Basque art." She also says it is beautiful.

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

## ***Writing***

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:

Tell about a party or festival in your town. (Students can create stories about a party or festival if their town does not have one.)

What did you do when you went to it? (Students can create stories about this if they have not been to a festival)

Give students time to write. If an in-class activity, ask a few students to share their writing with the class. They can read from their papers or summarize what they wrote.

## Resources

### **Conversation**

- Anna:** Yesterday was the most amazing day. I want to tell my friend back home about it. So, I am writing her a letter!
- Anna:** Dear Penelope, Life in Washington, D.C. is interesting. I see something new every day -- like yesterday. Yesterday started like a usual work day
- Anna:** I said, "Yesterday started like a usual work day."
- Anna's voice:** I was at work. And I wanted a break. So, I walked and walked ... and walked. Then, I saw something! It was a festival -- a big festival!
- Anna:** It is the Smithsonian Folklife Festival.
- Anna's voice:** Yes. It was the Smithsonian Folklife Festival. Every year the festival shows different cultures. This year one of the cultures was the Basque culture. There was dancing and food and games!"
- Anna:** I am dancing a traditional Basque dance.
- Anna's voice:** At the festival, I danced a traditional Basque dance!
- Anna:** They are cooking traditional Basque food.
- Anna's voice:** They cooked a lot of traditional Basque food.
- Anna:** They are playing a game. It's a kind of handball. What do they call it? They call it pilota!
- Anna's voice:** They played a game with their hands and a small ball. It's a kind of handball. But this game is called pilota.
- Anna:** This is beautiful! This is traditional Basque art.
- Anna:** They are making a traditional Basque ship. This festival is a lot of fun!
- Anna's voice:** The whole day was a lot of fun!
- Anna:** Who said that? I want to write my friends and tell them about my day!
- Anna:** ... So, I wanted to tell you about my day! Please, my friend, come visit Washington, D.C. soon. There is a lot to do! Until next time ... Anna.

## **Key Words**

**was** - *v.* past tense of the verb “be” in first or third person (I was; he/she/it was)

**Basque Country** - *n.* region of Spain

**culture** - *n.* the beliefs, customs, or arts of a particular society

**festival** - *n.* an organized series of performances

**handball** - *n.* a game for two or four players who use their hands to hit a ball against a wall

**interesting** - *adj.* attracting your attention and making you want to learn more about something or to be involved in something

**said** - *v.* past tense of the verb “say”

**traditional** - *adj.* following the tradition of a certain group or culture

### **Past tense verbs**

**start** - started

**want** - wanted

**walk** - walked

**dance** - danced

**play** - played

**call** - called

## Quiz - Level 1, Lesson 24 - Yesterday Was Amazing!

Listen. Circle the letter of the correct answer.

### 1. What happened yesterday?

- a. Yesterday, Anna worked all day.
- b. Anna did not have to work.
- c. Anna saw something new.
- d. Yesterday ended like a usual day.

### 4. What does Anna say about the festival?

- a. She liked the food and dancing at the festival.
- b. The festival shows many cultures.
- c. Anna says the festival was long.
- d. The Smithsonian Folklife festival is new.

### 2. What did they do?

- a. The men cooked Basque chicken.
- b. They cooked traditional food.
- c. The men looked at traditional Basque food.
- d. They ate traditional Basque food.

### 5. Anna is using a machine in this video. You may not know the name of the machine. What learning strategy can you use to talk about it?

- a. Plan
- b. Monitor
- c. Substitute
- d. Summarize

### 3. How does Anna describe the game?

- a. Anna says the game is for small people.
- b. She says they call it Dakota.
- c. Anna says pilota is a slow game.
- d. She says it is a kind of handball.

### 6. What does Anna say about the pottery?

- a. I want to learn to make beautiful Basque art.
- b. What do you call this Basque art?
- c. These are Basque artists at work.
- d. ...beautiful! This is traditional Basque art.

STEP 1

1. Look at the picture below on the right. 2. Look at the list of verbs on the left. 3. Write about what the people in the pictures are doing. Be sure to use the past tense.



Marco jumped into the pool.

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STEP 2

1. Pretend the people in the picture above are your friends.
2. Tell your partner what your friends did yesterday.
3. Ask your partner what their friends did yesterday.
4. Listen to your partner summarize what their friends did.
5. Use the space below to draw a picture of the things their friends did.



STEP 3

1. Look at the pictures below on the left. 2. Look at the list of verbs on the right. 3. Write about what the people in the pictures are doing. Be sure to use the past tense.



VERBS

USE

COOK

PLAY

DANCE

TALK

WATCH

CALL

JUMP

Tim used the computer.

STEP 4

1. Now pretend the people in the picture above are your friends.
2. Tell your partner what your friends did yesterday.
3. Ask your partner what their friends did yesterday.
4. Listen to your partner summarize what their friends did.
5. Use the space below to draw a picture of the things their friends did yesterday.

What did your friends do yesterday?

The computer?

Tim used the... thing...

Yes!



## Photos for Practicing Substituting

“Anna is helping make a ship. What is she using?”



“What is the thing under the clay pot?”



SUBSTITUTE

Look at the pictures below and answer each question.



What is this woman wearing?



What is the man carrying?



What does the woman use  
to weave?



What are the children playing?



What is this tool?



Do you have one of these?



**LEVEL 1**  
**LESSON 25**  
**WATCH OUT!**

**Topics**

Playing games

Warnings

Recommending products, giving advice

**Prepare Before Class**

Small markers for board game pieces

**Learning Strategy**

Make associations

**Goals**

**Grammar:** Should; ought to

**Speaking:** Making recommendations using 'should'

**Pronunciation:** Past tense contractions (didn't)

***Introduce the Lesson Topic***

Say, "Today, we will learn about playing games. We will also learn about giving advice."

Ask students, "Do you like to play games?" Give students time to answer.

Continue, "Is playing games good for us? Why or why not?" Again, take student answers. Possible answers may include, "We get exercise playing active games, so it is healthy;" or "We sit too much when we play video games, so it is not good for us."

Explain, "There are some new games that you must play on a mobile phone while you walk around. Anna and Dan are playing a game like that in the lesson today. What are some other games that you can play while walking around?"

Give students time to comment. Write the names of the games they mention on the board.

## Teach Key Words

Ask students listen to the Speaking Practice video and say the new words for this lesson or repeat them after you.

After the key words, the video teaches how to use “should” to make a recommendation.

### Speaking Practice Script – Lesson 25

Making recommendations using “should.”

1. In English, the modal verb “should” is used to say or suggest that something is the proper, reasonable, or best thing to do. You will often hear Americans make recommendations using “should.”

3. Now you try it. Tell someone they should watch Let’s Learn English.

Listen:

I want to learn English.

Speak:

Then you watch Let’s Learn English!  
(should)

2. Listen to Dan telling Anna what she should do in the video:

Anna: I don’t have time for games. I want to learn about U.S. presidents.

Dan: Then you should play this game. When you find an American symbol, you win points and a fun fact about a U.S. president.

Ask students to make their own recommendations to a partner using “should.”

## Day 2

### Present the Conversation

Tell students that the video will show Anna meeting a man who is playing a video game. Play the video or ask a few students to read the conversation. Tell students to respond when there are pauses in the video.

If students are not familiar with the monuments in Washington, D.C., show some photos of the Jefferson Memorial ([National Park Service site](#)) from the Resources section.

## Main Video Script – Lesson 25

1.  
Listen:  
Watch out!  
Speak:  
\_\_\_out! (Watch)

3.  
Listen:  
You ought to buy the app.  
Speak:  
You\_\_\_ \_\_\_buy the app. (ought to)

2.  
Listen:  
You should be more careful.  
Speak:  
You\_\_\_be more careful. (should)

4.  
Listen:  
Got it. Thanks!  
Speak:  
\_\_\_it..\_\_\_ ! (Got, Thanks)

Ask students to think of three times when they could tell someone to “watch out.” Possible examples are: getting off a bus or train, using a sharp knife or tool, and pouring a hot drink.

Have students share their situations with you when they have created their list and write some of the situations on the board.

### *Learning Strategy*

Say, “In this lesson, Anna connects the picture of an American flag in her mind with President Thomas Jefferson. She sees the flag in the game and says, ‘I know that Thomas Jefferson signed the Declaration of Independence! Now, where is that symbol?’”

Continue, “Anna says, ‘Here it is! My first one. It’s an American flag! I won 60 points! An American flag works well for Thomas Jefferson. I see lots of American flags on Independence Day!’”

Explain, “When we think of connections between things, we are making associations. Anna is making associations between the flag and President Thomas Jefferson. What associations do you make when learning new things in English? Is there something in this lesson that you can connect with the new words? Often, the connection can help you remember the words.”

Put students into groups of two or three. Give them time to read the conversation together or watch the video again to look for one association. Ask someone from each group to share what they found.

## ***Pronunciation Practice***

The Pronunciation Practice video teaches about the past tense contraction “didn’t.”

### Pronunciation Practice Video Script – Lesson 25

1. In slow speech, Americans say “did not” to negate the verb “did,” which is the past tense of the verb, “do.”

Here is an example from the video:

Anna: Hey, watch out!

Dan: I’m sorry. I did not see you.

Anna: You were not looking. You should be more careful.

2. In fast speech, Americans put the words together. They say “didn’t” instead of “did not.”

3. Now you try it. Use didn’t in a sentence.

Listen:

Did you study English yesterday?

Speak:

No, I \_\_\_ study English yesterday. (didn’t)

Ask students to form pairs and ask each other questions that can be answered in the negative. They can be as silly as the students wish. For example:

Student A: Did you see an elephant in class this morning?

Student B: No, I didn’t. Did you ride a space ship to school?

Student A: No, I didn’t.

### ***Activity – Giving Advice Game***

Put students into groups of four and give each group one copy of the Activity Sheet.

Give the students unique game pieces or ask them to write their name on a small piece of paper to move around the game board.

To play the game, each player closes their eyes and points to the number grid on the game board. The number closest to their finger is the number of spaces the player will move.

If the player moves their game piece to a space with a location on it, the player should choose the activity pictured on the board that they associate with this location and tell the others.

For example, if a student lands on the image of a mountain, she may say, “I should go rock climbing.” For a recommendation, she could also say, “You should always wear gloves

(or a harness) when you go rock climbing.”

Then, if the player can make a recommendation for that location, they can move forward one more space. If they cannot think of a recommendation but another player can, the first player must move back one space.

Take turns repeating all of these steps for each player. The player who reaches the ‘Finish’ space first is the winner.

## Day 4

### *Listening Quiz*

Give each student a paper copy of the listening quiz. Play each question’s video and pause for students to answer. Ask students to choose the correct answer.

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

1. Anna says “You should be more careful.”
2. Dan thinks playing the game will help Anna learn about the U.S. Presidents
3. Dan says Anna should buy the app for the “Catch Americana” game.
4. Anna says, “An American flag works well for Thomas Jefferson!” Anna is connecting two ideas: flags and Thomas Jefferson.
5. She says she wants to learn more about U.S. Presidents.
6. Dan tells Anna: “You have to find things that aren’t really there.”

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

### *Writing*

Discuss the key words that may be used for the topic in class. Write some of them on the board for students to use in their written work.

Say, “In this lesson, Anna learns about a new video game. What games do you like to play? Choose one or two games and describe how to play them.”

Write the questions on the board then give students time to write. If an in-class activity, ask a few students to share their writing with the class.

## Resources

### **Conversation**

- Anna: Hello from Washington, DC! This city has many monuments and memorials.
- Anna: Today I am visiting the ones built in memory of our Presidents: Washington, Jefferson, Lincoln and Roosevelt.
- Anna: I want to learn more about them.
- Anna: Hey! Watch out!
- Dan: Sorry! I didn't see you.
- Anna: You were not looking. You should be more careful.
- Dan: I know I should be more careful. But this game is really fun.
- Anna: What kind of game?
- Dan: You have to find things that aren't really there.
- Anna: How can you find things that aren't really there?
- Dan: They're in your phone. See?
- Anna: I see. It's like a scavenger hunt.
- Dan: That's right!
- Anna: I don't have time for games. I want to learn about U.S. presidents.
- Dan: Then you should play this game! When you find an American symbol, you win points and a Fun Fact about a U.S. President.
- Anna: I have time for this game!
- Dan: Here are the symbols that I caught: the Statue of Liberty for 20 points, Uncle Sam for 40 points and the American flag for 60 points.
- Anna: What symbol are you looking for now?
- Dan: I am looking for the bald eagle. That is 100 points! It should be near the Washington Monument.
- Anna: This game is awesome.
- Dan: You ought to buy the app right now. It's called "Catch Americana."
- Anna: Got it. Catch Americana.
- Anna: Thanks! Good luck!
- Dan: Good luck to you too!
- Anna: This is the Jefferson Memorial. I know that Thomas Jefferson signed the Declaration of Independence! Now, where is that symbol?
- Anna: Here it is! My first one. It's an American flag! I won 60 points!
- Anna: An American flag works well for Thomas Jefferson\*. I see lots of American flags on Independence Day!
- Anna: Where is my Jefferson Fun Fact?
- Voice: In his lifetime, Thomas Jefferson wrote about 19,000 letters!
- Anna: I did not know that. Where is the next symbol?

*\*See an explanation of this sentence in the Learning Strategy section.*

## Key Words

**Americana** - *n.* things produced in the U.S. and thought to be typical of the U.S. or its culture

**bald eagle** - *n.* a very large bird of North America that has a white head and white tail feathers

**build / built** - *v.* to make (something) by putting together parts or materials

**be careful!** - an instruction to take care in a particular situation

**catch/caught** - *v.* to capture and not allow (a person, animal, or fish) to escape

**Declaration of Independence** - *n.* the statement adopted by the Second Continental Congress meeting at Philadelphia, Pennsylvania on July 4, 1776. It said that the thirteen American colonies would not accept British rule

**find / found** - *v.* to get or discover something or someone that you are looking for

**flag** - *n.* a piece of cloth with a special design that is used as a symbol of a nation or group

**Independence Day** - *n.* July 4 celebrated as a legal holiday in the U.S. in honor of the day when the Declaration of Independence was signed in 1776

**memory** - *n.* the power or process of remembering what has been learned

**in memory of or in someone's memory** - made or done to honor someone who has died

**ought to** - *modal verb.* used to say or suggest that something is the proper, reasonable, or best thing to do. It has the same meaning as should and is used in the same ways, but it is less common and somewhat more formal.

**point** - *n.* a unit that is used to score a game or contest

**scavenger hunt** - *n.* a game in which players try to find specified items within a particular period of time

**should** - *v.* used to say or suggest that something is the proper, reasonable, or best thing to do

**Statue of Liberty** - *n.* A large sculpture given to the United States from the people of France. It is a symbol of freedom and democracy.

**symbol** - *n.* an action, object, event, etc., that expresses or represents a particular idea or quality

**Uncle Sam** - *n.* A common symbol of the government of the United States.

**Watch out!** - *phrasal verb.* to be aware of something dangerous

### **America's Presidents**

**Thomas Jefferson** - America's 3rd president, Thomas Jefferson, signed the Declaration of Independence on America's birthday - the 4th of July. (The symbol for President Jefferson in the Catch Americana game is an American flag.)

## Quiz - Level 1, Lesson 25 - Watch Out!

Listen. Circle the letter of the correct answer.

1. How does Anna give advice to Dan?

- a. Anna says "Hey!" To Dan.
- b. She tells Dan he was not looking.
- c. Anna tells Dan to stay away.
- d. She says Dan should be more careful.

4. Which learning strategy is Anna using?

- a. Anna is summarizing.
- b. Anna is making associations.
- c. Anna is asking questions.
- d. Anna is predicting.

2. Why does Dan tell Anna to play the game?

- a. Anna says she loves to play games on her phone.
- b. Dan says the game will help Anna meet new friends.
- c. Anna says she wants to learn about U.S. Presidents.
- d. Dan wants to teach Anna about the U.S. Presidents.

5. What does Anna say about the U.S. Presidents?

- a. Hi, want to learn more about them?
- b. I want to learn more about Tim.
- c. She wants to tell their stories.
- d. I want to learn more about them.

3. How does Dan give advice to Anna?

- a. Dan says Anna ought to buy the app.
- b. He says Anna should play the game with him.
- c. Dan says Anna has to buy the app right now.
- d. He says everyone is playing the game.

6. What does Dan say about the game?

- a. You have to find things that aren't on the chair.
- b. You have to find things that aren't really there.
- c. You have to find rings that are really there.
- d. You have to put things in places here and there.

**GAME INSTRUCTIONS**

Find one or more friends to play this game with you.  
Each person should use a piece of paper or other object as their game piece.  
At the beginning, each person puts their game piece on the space marked "Start."  
Choose one person to go first. The first person should close their eyes and put their finger on one of the squares below with the number 1 through 4 on them.  
The number their finger touches is the number of spaces they move their game piece forward.

 <b>MOUNTAIN</b>	<b>GO FORWARD THREE SPACES</b>	 <b>FOREST</b>	<b>ROLL AGAIN</b>	 <b>BEACH</b>
<b>CHANGE PLACES WITH ANOTHER PLAYER</b>	<p><b>GAME RULES</b></p> <p>If the first player moves their game piece to a space with instructions on it, that player should follow those instructions. If the player moves their game piece to a space with a location and tell the others. Then, if the player can make a recommendation associated with that location, they can move forward one more space. If they cannot think of a recommendation but another player can, the first player must move back one space. Take turns repeating all of these steps for each player. The player who reaches the "Finish" space first is the winner.</p>			<b>START</b>
 <b>PARK</b>	<ul style="list-style-type: none"> <li>- DANCE</li> <li>- WATCH TV</li> <li>- PLAY FOOTBALL</li> <li>- GO SHOPPING</li> <li>- GO CAMPING</li> <li>- ROCK CLIMBING</li> <li>- SCUBA DIVE</li> </ul>			 
<b>LOSE YOUR NEXT TURN</b>	 <p>I touched three! In a forest I go camping.</p> <p>Also, in a forest you should watch out for bears!</p> <p>Move forward one space!</p>			<b>FINISH</b>
 <b>STORE</b>	<b>GO FORWARD ONE SPACE</b>	 <b>PARTY</b>	<b>GO BACK TO START</b>	 <b>BEDROOM</b>

***Thomas Jefferson Memorial***  
(for a video introduction, see <https://www.nps.gov/thje/index.htm>)





**LEVEL 1**  
**LESSON 26**  
**THIS GAME IS FUN!**

**Topics**

Warning of danger

U.S. Presidents

Symbols of the United States

**Prepare Before Class**

Small markers for board game pieces

**Learning Strategy**

Make associations

**Goals**

**Grammar:** modal “ought to”; irregular past tense verbs

**Speaking:** Giving warnings with the expression “look out”

**Pronunciation:** Pronouncing “ought to” in fast speech

**Day 1**

***Introduce the Lesson Topic***

Ask students, “Do you remember the earlier lesson? We saw that Anna learned a new game. Dan ran into her while he was playing the game. Now Anna is walking around the memorials to U.S. Presidents, learning fun facts.”

“How about you? Do you enjoy playing video games or other kinds of games? When you play, is there any danger? For example, when you play football (soccer), you must be careful about hitting the ball with your head. What kinds of danger do you need to be careful of in the games you play?” Write students’ responses on the board.

Ask students: “What do you say to warn someone of danger? Last week we learned “watch out!”

## Teach Key Words

Have students listen to the Speaking Practice video and say the new words for this lesson or repeat them after you.

After the key words, the video includes information about three U.S. presidents: Lincoln, Roosevelt, and Washington. Then, the video teaches how to use “look out” to warn other people of danger.

### Speaking Practice Script – Lesson 26

1. See the information about America’s presidents after the Key Word list for additional material in this video.

3. You can also say, “Look out for (something).”

Listen to Dan telling Anna to look out for a tree:

Dan: Hey, Anna! Look out for that tree!

2. When someone may be in danger, we can say, “Look out!” This is a warning to someone to be careful.

Listen to Dan tell Anna to look out after she walks into him.

Dan: Hey, look out!

Anna: Sorry. Hey, it’s you! Now I should be more careful.

4. Now you try it. Look at the picture and tell the person who is walking to look out.

“\_\_\_\_\_ for that banana peel!” (Look out)

### Day 2

## Present the Conversation

This lesson’s story continues from the previous lesson. Tell students that the video will show Anna and Dan playing a game on their mobile phones. The players must be careful to look where they are walking as they play the game and walk around.

Explain that, “When we think about the dangers of playing games, we are making associations. We talked about that strategy in our earlier lesson. Let’s try this in a different way today. First, we will see how Dan and Anna make associations when they play the

game, 'Catch Americana.'"

Play the video or ask a few students to read the conversation. Tell students to respond when there are pauses in the video.

### Main Video Script – Lesson 26

1.  
Listen:  
What is the fun fact?  
Speak:  
What \_\_\_ the \_\_\_ fact? (is, fun)

3.  
Listen:  
What's your name?  
Speak:  
\_\_\_\_\_ (your name) What's yours?

2.  
Listen:  
I did not know that.  
Speak:  
I \_\_\_ not \_\_\_\_\_ that. (did, know)

4.  
Listen:  
Hey, look out!  
Speak:  
Hey, \_\_\_\_\_ out! (look)

Listen:  
Sorry, I should be more careful.  
Speak:  
\_\_\_\_\_, I \_\_\_\_\_ be more careful.

### Activity

Ask students to stand up and form a line, then fold the line in half by asking the student at one end to lead the line toward the other end. Tell students to turn their back to their partner.

Hand out the Activity Sheet. Give Student A sheets to half the class and Student B sheets to the other half of the class. Have students stand or sit back-to-back to do the exercise.

When all pairs have finished the activity, have several students stand up and demonstrate the conversations they carried out with the words and phrases on the sheets.

### ***Learning Strategy***

Tell students, “Today we will make associations. When we think of connections between things we are making associations.”

Say, “In this lesson, Dan makes an association to help himself remember Anna’s name. After Anna tells him her name, he says, ‘Like Americana!’ The name ‘Anna’ sounds like the end of the word ‘Americana’ to Dan.”

Ask, “Can you find another example of making associations in the conversation?” In the game each president is associated with a symbol. Anna talks about this when she goes to the Lincoln Memorial. She finds that the Statue of Liberty is the symbol for Lincoln in the game. She makes an association between the statue and the freedom Lincoln declared for enslaved people in the United States.

Anna: This is the Lincoln Memorial! Where is the symbol? I found it! The Statue of Liberty! Lincoln wanted freedom for all people. So, the Statue of Liberty works well.

Give examples of other times students can make associations: “Making associations can help you learn in other areas. When you have many new words to learn in biology, for example, you can associate images with the words.”

### ***Pronunciation Practice***

The pronunciation practice video teaches the fast pronunciation of the words “ought to.”

#### **Pronunciation Practice Video Script – Lesson 26**

1.  
When English speakers give advice with “ought to” they sometimes say it quickly. It sounds like “oughta.”

Listen to Anna talking about being more careful.

Anna: I learned a lot about presidents with this game. But I ought to be more careful.  
Until next time!

2.  
Speak:  
I am learning many new words with this course. But I \_\_\_\_\_ practice speaking more.

Tell students to make several sentences giving advice to their classmates using the phrase “ought to.” Ask a few students to share their examples with the class, using the pronunciation “oughta.”

## Day 4

### ***Listening Quiz***

Give each student a paper copy of the listening quiz. Play each question’s video and pause for students to answer. Ask students to choose the correct answer.

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

1. Anna says “You should be more careful.”
2. Dan thinks playing the game will help Anna learn about the U.S. Presidents
3. Dan says Anna should buy the app for the “Catch Americana” game.
4. Anna says, “An American flag works well for Thomas Jefferson!” Anna is connecting two ideas: flags and Thomas Jefferson.
5. She says she wants to learn more about U.S. Presidents.
6. Dan tells Anna: “You have to find things that aren’t really there.”

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

### ***Writing***

Talk about 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:

Are there any memorials to famous leaders in your town or in your country? Write a paragraph about one of them. Do you admire the leader?

Give students time to write.

If an in-class activity, ask a few students to share their writing with the class.

### Conversation

Anna: This is the Roosevelt Memorial. Where is the symbol?

*(Anna remembers that Dan said: You have to find things that aren't really there. ... When you find an American symbol, you win points and a Fun Fact about a U.S. President.)*

Anna: Yay! I found Uncle Sam and I won another 40 points! What is the Fun Fact?

Voice: Franklin Roosevelt was the first to fly in a plane as president!

Anna: I didn't know that. This is a really beautiful memorial.

Anna: This is the Lincoln Memorial! Where is the symbol?

Anna: I found it! The Statue of Liberty! Please give me my Fun Fact.

Voice: Abraham Lincoln was a great wrestler!

Anna: I didn't know that. Lincoln wanted freedom for all people. So, the Statue of Liberty works well.

Anna: And I won 20 points! Time to find the next symbol.

Dan: Hey! Look out!

Anna: Sorry. Hey, it's you! Now, I should be more careful.

Dan: That's okay.

Anna: This game is a lot of fun. Hey, what's your name?

Dan: Dan. What's yours?

Anna: Anna.

Dan: Like Americana!

Anna: Yeah, I guess so.

Dan: Did you find any symbols?

Anna: Yes, I found three and won 120 points!

Dan: Me too. But, did you find the bald eagle?

Anna: No. Did you?

Dan: No.

Anna: First one to find it wins?

Dan: Anna, look out for that tree!

Anna: I learned a lot about presidents with this game. But I ought to be more careful. Until next time ...!

## Key Words

**(air)plane** - *n.* a vehicle that has wings and an engine and can carry people or things in the air

**fly** - *v.* to travel in an aircraft or spacecraft

**freedom** - *n.* the power to do what you want to do or the ability to move or act freely

**Look out** - *phrasal verb.* used to tell someone to be aware of something dangerous

**wrestler** - *n.* someone who competes in the sport of wrestling

**yay** - *interjection.* used to express joy, approval, or excitement

### American Presidents and Symbols (Part Two)

#### Abraham Lincoln

America's 16th President, Abraham Lincoln signed the Emancipation Proclamation. It said the 3 million enslaved people in the South were free. They could enjoy some kinds of freedom after the end of the American Civil War.

(President Lincoln's symbol in the Catch Americana game is the Statue of Liberty.)

#### Franklin Delano Roosevelt

America's 32nd president, Franklin Delano Roosevelt, was president from March 4, 1933 – April 12, 1945. He was the only President elected to four terms, and the only paralyzed President. FDR led the United States through World War Two.

(President Roosevelt's symbol in the Catch Americana game is Uncle Sam. The Uncle Sam symbol called many American men to join the U.S. Army to fight in the World Wars.)

#### George Washington

George Washington was the first President of the United States, from 1789 to 1797. He was a strong leader for America. The bald eagle is the national bird of the United States. People think of the eagle as strong and powerful.

# Quiz - Level 1, Lesson 26 - This Game is Fun!

Listen. Circle the letter of the correct answer.

**1. What does Dan say about the game?**

- a. You have to find things that aren't really there.
- b. You have to find things then run from a bear.
- c. True, you can find things that are near the chair.

**4. Why does Dan say "like Americana?"**

- a. Dan is making associations.
- b. He is showing he does not understand.
- c. Dan is trying to be polite.
- d. He is asking Anna if she likes Catch Americana.

**2. What is the fun fact about Franklin Roosevelt?**

- a. He was the first President to pilot a plane
- b. Roosevelt was the first to use planes in war.
- c. He was the first President to own an airplane.

**5. What does Anna say when she walks into the tree?**

- a. I ought to be more careful.
- b. I have got to be more careful.
- c. But I have to call my friend Carol.
- d. The butter in my hair smells terrible.

**3. What is the fun fact about Abraham Lincoln?**

- a. Abraham Lincoln was a game player.
- b. The game says he built the Statue of Liberty.
- c. Abraham Lincoln was a great wrestler.
- d. The game says Lincoln freed the slaves.

STEP 1

Match three of the activities in row A that you associate with training for baseball and surfing. Then match three of the things to look out for in row B that you associate with these sports.

STUDENT A

buy a baseball glove		
	<b>BASEBALL</b>	
		
	<b>SURFING</b>	

- A**
-  buy a baseball glove
  -  stretch every day
  -  learn to swim
  -  learn to throw
  -  buy a surfboard
  -  run every day
- B**
-  sharks
  -  hot weather
  -  stormy weather
  -  very big waves
  -  flying balls
  -  other players

STEP 2

Now work with a partner. Ask your partner about the activities they associate with training for hockey and basketball and the things to look out for in those sports. Write their answers below. Then let them ask you the same questions.

<p>What should I do to play hockey?</p> <p>Okay.</p> 	<p>learn to ice skate</p>	 <p><b>HOCKEY</b></p>	<p>To play hockey you ought to learn to ice skate.</p> <p>But look out for fights!</p> 
			
		<b>BASKETBALL</b>	

STEP 1

Match three of the activities in row A that you associate with training for hockey and basketball. Then match three of the things to look out for in row B that you associate with these sports.

STUDENT B

Learn to ice skate		
	<b>HOCKEY</b>	
		
	<b>BASKETBALL</b>	

**A**

					
buy a helmet	stretch every day	learn to ice skate	learn to shoot	buy a hockey stick	run every day

**B**

					
holes in the ice	hot weather	fights	flying pucks	flying balls	other players

STEP 2

Now work with a partner. Ask your partner about the activities they associate with training for baseball and surfing and the things to look out for in those sports. Write their answers below. Then let them ask you the same questions.

<p>What should I do to play baseball?</p> <p>Okay.</p> 	<p>buy a baseball glove</p>	 <p><b>BASEBALL</b></p>	<p>To play baseball you ought to buy a baseball glove. But look out for flying balls!</p> 
		 <p><b>SURFING</b></p>	



**LEVEL 1**  
**LESSON 27**  
**I CAN'T COME IN**

<b>Topics</b> Asking about health problems Giving advice for health problems	<b>Prepare Before Class</b> List of home remedy ideas from your culture or that of the students Toy doctor kit - thermometer, stethoscope and other items
<b>Learning Strategy</b> Analyze information	<b>Goals</b> Grammar: Irregular past tense verbs Speaking: Health problems and excuses Pronunciation: Wh-questions and Yes/No question intonation

**Day 1**

***Introduce the Lesson Topic***

Ask students, “How do you know when you are sick?” Let students respond with the words for symptoms. Write the words on the board.

Answers may include:

- cough
- sore throat
- sneeze
- aches and pains
- fever
- feeling tired

Continue, “These things are a kind of information. You think about the information your body is giving you, and then give a name to your health problem. Maybe it’s a cold, or the flu or something else.”

Say, “Imagine that you wake up and feel sick. What do you have to do? If it’s a school day, or a work day, do you call or email someone?”

Explain, “People who are working need to give an excuse (or reason) when they cannot go to work. In today’s lesson we find out what Anna tells her boss when she is sick. Do you think she will have a good excuse for staying home?”

## ***Present the Conversation***

Tell students that the video will show Anna calling her doctor. She does not feel well.

If students are acting out the conversation, give students copies of the conversation.

Ask students what they think of Anna's plan to stay home and watch movies: "Is that a good way for her to feel better?"

### **Main Video Script – Lesson 27**

#### **1. Listen:**

I do not feel well. I think I'm sick.

#### **Speak:**

I \_\_\_ not \_\_\_ well. I think I'm \_\_\_\_\_.

#### **Listen:**

I was sick last week, too. I had the flu.

#### **Speak:**

I \_\_\_\_\_ sick last week, too. I \_\_\_\_\_ the flu.

#### **2. Listen:**

When did you start feeling sick?

#### **Speak:**

When \_\_\_\_\_ you \_\_\_\_\_ feeling sick?

## ***Learning Strategy***

Explain to students that when learning English, we often get new information. Today's lesson will help us learn to think carefully about information.

Give an example: "What is a high body temperature?"

Students in countries that use Celsius will know that the normal temperature is 37 degrees Celsius. In the U.S. and some other countries, Fahrenheit is used, and the normal body temperature is 98.6 Fahrenheit.

Ask students, "If your temperature is 100 degrees Fahrenheit, is that high?" Explain that 98.6 is normal on the Fahrenheit scale, so 100 is not very high. "In the video, Dr. Bennett thought about the information. She decides that Anna is not too sick. But she tells Anna to stay home and rest. You can think about the meaning of information, too, any time you read or listen in English. Let's try it when we do the activities in this lesson."

## Teach Key Words

Have students listen to the Speaking Practice video and say the new words for this lesson or repeat them after you. Pause the video when the meaning is shown and make sure all students understand the meaning.

After the key words, the video teaches about irregular past tense verbs. Here is the script:

### Speaking Practice Script – Lesson 27

1. In English some past tense verbs are not regular. Regular verbs have an -ed ending.

In the lesson, you hear Anna use a regular past tense verb, “painted.”

Anna: In the morning I painted for hours.

2. Irregular verbs do not take an -ed ending like regular verbs.

Here are three types of irregular verbs in English:

- Verbs that do not change
- Verbs where the last sound changes
- Verbs where a vowel changes.

Not all verbs fit into these three patterns.

3. Here are some examples:

In the lesson, you hear two verbs that remain the same in the present and past tenses.

They are “hurt” and “cut.”

<i>Present</i>	<i>Past</i>
hurt	hurt
cut	cut

4. In these verbs, the last sound changes:

<i>Present</i>	<i>Past</i>
build	built
make	made

5. Finally, in these verbs, the vowel changes in the middle of the word:

<i>Present</i>	<i>Past</i>
draw	drew
drink	drank

6. These verbs have different rules:

<i>Present</i>	<i>Past</i>
do	did
feel	felt
hear	heard
say	said
sleep	slept

## Activity Sheet

Hand out copies of the Activity Sheet. Ask students to look at the image on the page. Review the health problems indicated on the image by asking students to name them and having the class repeat the names aloud.

- 1) headache
- 2) fever
- 3) upset stomach
- 4) cut
- 5) broken bone
- 6) bruise

Introduce the idea of home remedies. Say, “On this page you can see what a doctor might tell you to do for these health problems. These are in the column called ‘treatment’ on your paper. There are also what we call ‘home remedies,’ or traditional ways to treat a health problem at home. Maybe you do a home remedy when you cannot go to a doctor. Or you do it before the problem becomes worse. For example, in my family, when someone has a cold, we give them honey and lemon juice. Can you think of home remedies for some of these problems (on the board)?” Ask students for examples.

Tell students to form pairs. Ask them to match the health problems with treatments and write them in the lower part of the worksheet. Check the students’ work by showing or saying the matches:

- 1) headache - get some rest
- 2) fever - drink lots of liquids
- 3) upset stomach - take some medicine
- 4) cut - put a bandage on it
- 5) broken bone - see a doctor
- 6) bruise - put some ice on it.

Tell them to have conversations about the health problems and home remedies. When all students have completed the activity, have several pairs demonstrate how they thought about the information in their conversations.

Respond with questions like: “Is this a good advice? Do you know something else that will help?” Give students a chance to answer.

## Pronunciation Practice

The Pronunciation Practice video teaches how to ask two kinds of questions: Wh-questions and Yes/No questions. Play the video or read the explanation below.

### Pronunciation Practice Video Script – Lesson 27

1. When English speakers ask questions that start with Wh- or H- their voice goes down at the end.

These are called Wh-Questions. Listen to these questions:

Ms Weaver: Why not? What is wrong? Anna, what do you mean? Why can't you come to work today?

Dr. Bennett: When did you start feeling sick?

3. When English speakers ask a question that begins with Do, Is, and Can, their voice goes up at the end of the question.

These are called "Yes/no questions" because you can answer them with one word.

Listen to the doctor's question:

Dr. Bennett: Do you have a sore throat?

Anna: Yes, I have a sore throat.

2. Now you try it.

Listen:

Why are you learning English?

Speak:

\_\_\_\_\_ you learning English? (Why are)  
(graphic shows words falling downward with intonation)

4. Now, you try it.

Listen:

Do you like Voice of America?

Speak:

\_\_\_\_\_ you \_\_\_\_\_ Voice of America? (Do, like)  
(graphic shows words rising upwards with intonation)

## Practice Asking Questions

Tell students to write five Wh-questions and five Yes/No questions about English (or another topic you choose) in their notebooks. Have them work with a partner to compare. Can they answer all of their partner's questions? If not, the pair can move to work with another pair of students.

When partners have worked together for ten minutes, ask them to share their two best questions by writing them on the board. See if the class can answer the questions.

## ***Listening Quiz***

Give each student a paper copy of the listening quiz. Play each question's video and pause for students to answer. Ask students to choose the correct answer.

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

1. Ms. Weaver uses the verb forms "slept" and "drank."
2. At American businesses, it is polite to answer the phone by saying your name.
3. Anna says, "I painted for hours."
4. Dr. Bennett is thinking about Anna's temperature and what it means.
5. In American culture, it is not polite to speak when another person is speaking.

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

## ***Writing***

Discuss the vocabulary 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 happens when you get the flu? Does your family have a special way to get well again?

### Conversation

- Anna: Hello! I am sure that today, in Washington, D.C., there are a lot of great things to do. But I am not doing any of them. I am sick. Right now, I'm going to call my boss and tell her I cannot come in to work.
- Caty: Hello?
- Anna: Ms. Weaver, Hi. I can't come to work today.
- Caty: Why not? What is wrong?
- Anna: Well, yesterday I felt fine.
- Anna: In the morning, I painted for hours. In the afternoon, I cut wood. Then, I built a fire.
- Caty: Anna, what do you mean? Why can't you come to work today?
- Anna: I do not feel well. I think I'm sick.
- Caty: I'm sorry to hear that. I was sick last week, too. I had the flu.
- Anna: (sneezes) What did you do?
- Caty: I slept a lot and I drank a lot of water. Do you have a doctor?
- Anna: Yes, I do.
- Caty: You should call your doctor. And get lots of rest!
- Anna: Thanks, Ms. Weaver. I'll call right now. I'm calling my doctor.
- Dr. Bennett: (to herself) Now, where does this thing go?
- Dr. Bennett: Hello. This is Dr. Bennett. How can I help you?
- Anna: Hello, Dr. Bennett. This is Anna.
- Dr. Bennett: Oh, Hi, Anna. How can I help you?
- Anna: I think I'm sick.
- Dr. Bennett: Let me ask you a couple of questions. Do you have a sore throat?
- Anna: Yes. I have a sore throat.
- Dr. Bennett: Do you have a cough?
- Anna: Yes. I have a cough.
- Dr. Bennett: When did you start feeling sick?
- Anna: This morning. Yesterday I felt great. In the morning I painted, for hours - in the afternoon I cut wood -
- Dr. Bennett: Excuse me, Anna. But I don't need to know all that. Do you have a fever?
- Anna: Oh. My thermometer says 125 degrees?! What??
- Dr. Bennett: Yeah, that's not right.
- Anna: Oh. Wait. The thermometer was in my hot cup of coffee.
- Dr. Bennett: Please take it again, Anna.
- Anna: Okay, the thermometer says 100.5 degrees.
- Dr. Bennett: 100.5 degrees is not too high. I want you to drink lots of water. Rest in bed and get lots of sleep.

Anna: That is what my boss said to do. Um, Dr. Bennett, when can I go to work?

Dr. Bennett: Don't go to work for a couple of days.

Anna: Yes! I mean, I don't want to make my co-workers sick.

Dr. Bennett: That's right. Call me back in a couple of days.

Anna: I will, Dr. Bennett. And thanks.

Anna: Well, you heard the doctor – no work for a couple of days. I need water, sleep and um ... lots of movies! Well, the doctor didn't say anything about movies. But it can't hurt! Until next time!

## ***Key Words***

**cough** - *n.* the act of forcing air through your throat with a short, loud noise often because you are sick

**doctor** - *n.* a person who is skilled in the science of medicine

**fever** - *n.* a body temperature that is higher than normal

**fire** - *n.* the light and heat and especially the flame produced by burning

**flu** - *n.* a common disease that is caused by a virus and that causes fever, weakness, body aches, and breathing problems; also called influenza

**rest** -*v.* to stop doing work or an activity

**sick** - *adj.* affected with a disease or illness; ill

**sneeze** - *v.* to suddenly force air out through your nose and mouth with a usually loud noise because your body is reacting to dust or a sickness

**sore** - *adj.* feeling or affected by pain

**thermometer** - *n.* an instrument used for measuring temperature

**throat** - *n.* the tube inside the neck that leads to the stomach and lungs

**wood** - *n.* the hard substance that makes up the stems and branches of trees and shrubs

## ***Past Tense Verbs***

**cut / cut** - *v.* to use a sharp tool (such as a knife) to open or divide (something, such as paper or wood)

**do / did** - *v.* to perform an action or activity

**drink / drank** - *v.* to take a liquid into your mouth and swallow it

**feel / felt** - *v.* used to describe someone's physical or mental state

**hear / heard** - *v.* to be aware of (sound) through the ear

**hurt / hurt** - *v.* to be a source or cause of pain

**paint / painted** - v. to cover (something) with paint or to put paint on (something)

**say / said** - v. to use your voice to express (something) with words

**sleep / slept**- v. to rest your mind and body by closing your eyes and becoming unconscious

STEP 1

Use the letters in the box below to spell the correct names of the health problems. Then write the names next to the correct treatments at the bottom.

1  
a d h a e c e h

2  
v e f e r

3  
r b e s u i

4  
t u p e s  
s m c o t h a

5  
n k r o e b  
b o e n

6  
c t u

Do you know what to do for an upset stomach?

Yes, You should drink some soda.

STEP 2

Now ask your friends about any home remedies they may have for the health problems above. Write their answers below. Then let them ask you about any home remedies you may know.

Health problems	Treatment	Home remedy
4 - upset stomach	take some medicine	drink some soda
	get some rest	
	put some ice on it	
	drink lots of liquids	
	put a bandage on it	
	see a doctor	

## Quiz - Level 1, Lesson 27 - I Can't Come In

Listen. Circle the letter of the correct answer.

1. How do you know that Ms. Weaver is talking about the past?

- a. She uses past tense verbs.
- b. Ms. Weaver says the word "before."
- c. She says the words "last year."
- d. Ms. Weaver uses the present continuous.

4. What strategy is Dr. Bennett using?

- a. Dr. Bennett is predicting.
- b. She is rehearsing a conversation.
- c. Dr. Bennett is analyzing information.
- d. She is summarizing.

2. Why does Dr. Bennett say, "This is Dr. Bennett. How can I help you?"

- a. She does not want to talk to anyone.
- b. Dr. Bennett knows that Anna is sick.
- c. She does not know who is calling.
- d. Dr. Bennett is asking Anna for help.

5. Why does Dr. Bennett say, "Excuse me"?

- a. Dr. Bennett cannot hear Anna.
- b. She has another patient.
- c. Dr. Bennett does not like Anna.
- d. She wants a chance to speak.

3. What does Anna say?

- a. Anna waited in the morning.
- b. She painted for hours.
- c. Anna picked wildflowers.
- d. She painted some flowers.



<b>Topics</b> Apologizing Giving reasons or excuses	<b>Prepare Before Class</b> Paper for folding into an airplane
<b>Learning Strategy</b> Self talk	<b>Goals</b> Grammar: Imperative (command) verb forms; BE verb in the past tense Speaking: How to apologize Pronunciation: Saying “well” when giving an unexpected answer

**Day 1**

***Introduce the Lesson Topic***

Tell students, “In this lesson, we will talk about learning a new skill. There are times when we have to show that we learned something well - like when you take a test. We will talk about how we feel at those times and how we can feel more confident.

“This lesson also shows us how to apologize (say we are sorry) and give an excuse. In some English-speaking cultures, such as in the United States, people think it is good to give a reason when making an apology. In some other cultures, this is not necessary.”

Explain, “We will also learn the command form of verbs. We use it to tell someone what to do. For example, if I say, ‘Stand up,’ that is a command.”

## ***Present the Conversation***

Tell students that the video will show Anna taking a driving test. Play the video or ask a few students to read the conversation. If they are reading the conversation, ask three or four students come to the front of the class.

Tell students to respond when there are pauses in the video.

After watching the video, ask students what they think of Anna's driving. Will she be a good driver?

### **Main Video Script – Lesson 28**

#### **1. Listen:**

Did you pass the test the first time?

Speak:

\_\_\_ you \_\_\_ the test the first time?

Listen:

No, but I did pass the second time.

Speak:

No, but I \_\_\_ pass \_\_\_ second time.

#### **2. Listen:**

Please, don't yell.

Speak:

\_\_\_\_\_, don't \_\_\_\_\_.

Listen:

I'm sorry, I was afraid.

Speak:

I'm \_\_\_\_\_. I \_\_\_\_\_ afraid.

## ***Learning Strategy***

Ask, "How do you feel when you learn something new, like driving a car, riding a bicycle, or swimming?" Write some responses on the board. Some answers may include: nervous, afraid, excited, proud, happy, hopeful.

Ask students, "What do you do if you are nervous or afraid?" Write their answers next to the previous list.

Explain, "Let's try using something called self-talk. It means telling yourself you can do something well, like using English."

"When we need to be more confident, we can use self-talk. In this lesson, Anna uses self-talk. John asks her about it.

John: Why are you talking to yourself?

Anna: I am a little nervous. When I'm nervous, I talk to myself.

John: You don't need to be nervous.

Talking to yourself in English can help you relax and do better. It can also give you more chances to practice using English."

## Teach Key Words

Have students listen to the Speaking Practice video and say the new words for this lesson or repeat them after you. Pause the video when the meaning is shown and make sure all students understand the meaning.

After the key words, the video teaches the imperative verb form. Here is the script:

### Speaking Practice Script – Lesson 28

1. In this lesson the man giving the driving test tells Anna to do many things. He uses the imperative verb form.  
An imperative is the base verb which is the same as the first person simple present form of the verb.

3. Listen to the man giving the driving test:  
Please start the car.  
Please, stop pushing the gas pedal!  
Okay, when you are ready, turn.  
Look out for that car! Brake! Brake!!  
Anna, stay on the street!

2. Imperatives are direct, and people sometimes use them when angry or afraid. To be polite, people sometimes use “please” with an imperative verb.

4. Now you try it. Use an imperative verb to tell someone what to do.  
Look at the picture  
Please \_\_\_\_\_ the wood. (cut)



## Practice Apologies

This activity introduces apologies and excuses shown in the conversation. Explain, “Sometimes we have to apologize, or say we are sorry for doing something. Listen to this part of the conversation:

John: Please, stop pushing the gas pedal!

Anna: Sorry.

Anna is making John nervous by pushing the gas pedal too many times. Anna says ‘Sorry.’ Can you find another time when someone says ‘Sorry?’”

Students should find this exchange in the conversation:

Anna: Please don't yell at me!

John: I'm sorry. I was afraid.

Explain to students, "John knows he should not yell at Anna. After he says, 'I'm sorry' he gives her a reason for yelling: He was afraid. In many cultures, people give a reason, or an excuse, when they apologize. Now let's try apologizing to our partners."

Ask a pair of students to help you show the activity. Here is how the students should practice:

Student A: Please sit down.

Student B: I'm sorry. I can't because there is no chair.

Here is another example:

Student B: (to a seated student) Please stand up.

Student A: I'm sorry. I can't stand up. My legs are tired.

Ask students to sit with a new partner. Tell them to take turns telling their partner to do something such as "stand up" "sit down" "open a book" or "open the door."

Tell the other partner to say "Sorry, I can't stand up/sit down/open the door/get a book from the shelf..." and give a reason why they cannot.

Walk among the students as they do the activity. Listen to their commands and responses and choose a few examples to share with the class. Tell them to share the command and the reason they gave for not obeying the command.

## Pronunciation Practice

The Pronunciation Practice video teaches how American English speakers make the sound longer when saying “well” to show they are giving an unexpected answer.

### Pronunciation Practice Video Script – Lesson 28

1. In American English, sometimes speakers will make words longer to show what they are thinking. One of these common words is “well,” which is sometimes used to show that you are going to tell someone something that they do not expect.

3. Anna makes the word “well” longer because she is going to tell Marsha bad news: she did not pass her test the first time she took it.

2. In the video, Anna says, “well” when Marsha asks about the driving test.

Marsha: Did you pass the test the first time?

Anna: Well... No, but I did pass the second time.

4. Now you try it. Use “well” when someone asks about your homework.

Did you do your homework?

Speak:

\_\_\_\_\_.... no. (Well)

Play the video or read the explanation below. Give students a chance to practice using “well” in this way by writing some situations on the board:

Will you loan me some money?

Will you do my homework for me?

Please help me move tomorrow.

Ask students to use “Well...” to give a negative answer to their partner.

### Activity Sheet

Hand out copies of the Activity Sheet. Have two students come to the front of the room to show the activity. Explain, “We’re going to practice giving commands and using self-talk.”

Speak to one student: “Imagine you are giving a driving test. Tell [other student’s name] to open the car door.”

Student A: “Open the door and get inside.”

Tell Student B: “Now I want you to use self-talk. For practice today, let’s imagine you need to be more confident. Tell yourself you can open the door and get inside. Use your body to show what you are doing.”

Student B: “Okay. I can do it. I am opening the door. (gestures opening a car door) Now I am getting inside.”

Ask students, “What should be next?” Take student ideas. Ask Student A to use the imperative to give a command to Student B: “Check your mirrors.”

Encourage Student B to respond with self-talk.

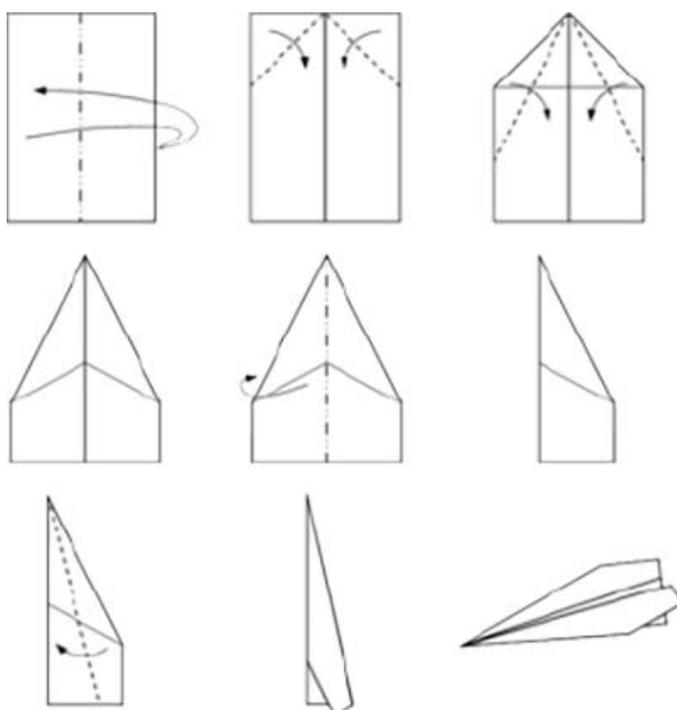
Student B: “I know how to check the mirrors. I am checking the mirrors.”

Thank the two students and have them return to their seats.

Ask the class to form pairs, then continue with the top part of the Activity Sheet. After most pairs have completed that part, call for student volunteers to show the steps for the the other tasks.

Move to the lower part of the Activity Sheet. Ask students to give an example of something they know how to do. They should then explain the steps to their partner and listen to their partner tell how to do something. Each partner should write the steps.

Use the example to write a set of steps on the board with the imperative verb form. Here are steps for making a paper airplane:



**Take a piece of paper.**  
**Fold the paper in half.**  
**Open the paper. Fold in one corner.**  
**Fold in the other corner.**  
**Fold the paper in half on each side and throw it.**

## Listening Quiz

Give each student a paper copy of the listening quiz. Play each question's video and pause for students to answer. Ask students to choose the correct answer.

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

1. Anna says, "This is my driver's license. I passed my driving test. Today I rented a car so I can drive around Washington, DC. You can see more of the city this way."
2. Marsha says, "Anna, did you get your driver's license?"
3. Anna says, "I was really nervous driving in Washington, D.C. traffic!"
4. Marsha asks: "Did you pass the test the first time?" Anna answers, "Wellllll, no... but I did pass the second time."
5. Anna says, "I am a little nervous. When I'm nervous, I talk to myself."
6. Here is the video script:  
John says, "Okay, when you are ready, turn." Anna says, "Great!" John says, "Not now! You almost hit that car!" Anna says, "You said 'turn.'" John says, "Look first! There were cars in the street." Anna says, "Please don't yell at me!"
7. John says, "You were driving too slow! Anna, stay on the street! Hands on the wheel, Anna."
8. Anna says, "Please don't yell at me!" John says, "I'm sorry! I was afraid." Anna says, "You were yelling." John says, "Look out for that car! Brake! Brake!!"

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

## Writing

Discuss the words that may be used for the topic. Write some of them on the board for students to use in their written work.

For this writing topic, it may be helpful to suggest skills the students might have learned, depending on their age and situation, like riding a bicycle, driving a car, motorbike or boat, cooking a meal, planting a garden, cutting hair or something else.

Write the writing topic on the board: Think of a time you learned to do something new. How did you feel? What helped you to learn the new skill?

When students have finished writing, have them post their writing on a wall and give the class time to walk around and read what their classmates have written. Encourage students to comment on the experiences they share with each other.

### Conversation

- Anna: Hello! Guess what this is? This is my driver's license! I passed my driving test!
- Today, I rented a car so I can drive around Washington, D.C. You can see more of the city this way. Marsha!
- Marsha: Anna, did you get your driver's license?
- Anna: I did! But it was not easy.
- Marsha: Why? What happened?
- Anna: Well, you know, I can drive farm equipment really well. But I was really nervous driving in Washington, D.C. traffic!
- Marsha: Did you pass the test the first time?
- Anna: Well...no. But I did pass the second time.
- Marsha: What happened during the first test?
- Anna: It started fine.
- John: Okay ... Anna. Is your seatbelt buckled?
- Anna: Yes, sir!
- John: Great. Please start the car.
- Anna: (to herself) Okay, Anna, start the car. Started the car. Good job, Anna.
- John: Why are you talking to yourself?
- Anna: I am a little nervous. When I'm nervous, I talk to myself.
- John: You don't need to be nervous.
- Anna: Listen to that engine!
- John: Please, stop pushing the gas pedal!
- Anna: Sorry.
- John: Okay, when you are ready, turn.
- Anna: Great!
- John: Not now! You almost hit that car!
- Anna: You said "turn!"
- John: Look first! There were cars in the street.
- Anna: Please don't yell at me!
- John: I'm sorry! I was afraid.
- Anna: You were yelling.
- John: Look out for that car! Brake! Brake!!
- Anna & John: Ahhh!
- Anna: Why is everyone honking at us?
- John: You were driving too slow! Anna, stay on the street!
- John: Hands on the wheel, Anna.
- Anna: What's that sound?

John: That, Anna, is the police.  
Marsha: That sounds awful.  
Anna: Yes, it did not go well. But, I practiced and passed the second time!  
Marsha: Do you know where you want to take your first drive in Washington, D.C.?  
Anna: Yes! Let's go!  
Anna: There it is ... the White House!  
Marsha: Anna, you do know you can't drive up to the White House, don't you?  
Anna: Yes. No. I didn't know. I guess we walk from here!  
Anna: Sometimes you can see more of Washington, D.C. in a car. If you want to see the White House, you need to walk. Until next time ... !

## Key Words

**afraid** - *adj.* feeling fear

**brake** - *v.* to use the brake on a vehicle

- *n.* a device for slowing or stopping something (such as a wheel or vehicle)

**buckle** - *v.* to fasten (something, such as a belt) with a buckle

**equipment** - *n.* supplies or tools needed for a special purpose

**gas pedal** - *n.* a pedal in a vehicle that is pressed down to make the vehicle go faster

**Guess what?** - *expression.* a phrase used to build anticipation

**pass / passed** - *v.* to complete a test or a class successfully

**police** - *n.* the people or the department of people who enforce laws, investigate crimes, and make arrests

**seat belt** - *n.* a strap on a vehicle's seat that holds a person in the seat if there is an accident

**tractor** - *n.* a short, heavy truck that is designed to pull a large trailer

**traffic** - *n.* all the vehicles driving along a certain road or in a certain area

**turn** - *v.* to move in a particular direction and especially toward the left or right

**turn signal** - *n.* one of the lights on a vehicle that flash to indicate that the vehicle is turning left or right

**White House** - *n.* the place in Washington, D.C., where the U.S. President lives

**yell** - *v.* to say (something) very loudly especially because you are angry, surprised, or are trying to get someone's attention

STEP 1

Match each imperative verb with the correct sentence below. Then write the numbers 1 through 4 next to each of the groups of sentences to show the order of the steps for each activity.



How to start a car:

1 Open the door and get inside.

3 \_\_\_\_\_ the key and turn it.

2 Buckle your seatbelt.

4 \_\_\_\_\_ your mirrors.

Buckle Insert Check ~~Open~~



How to reserve a table at a restaurant:

\_\_\_\_\_ them your name.

\_\_\_\_\_ the restaurant.

\_\_\_\_\_ them the time you want to come.

\_\_\_\_\_ where you want to eat.

Give Choose Tell Call



How to cook pasta:

\_\_\_\_\_ salt to the water.

\_\_\_\_\_ some water.

\_\_\_\_\_ the pasta in the water.

\_\_\_\_\_ how much pasta you want.

Boil Decide Add Put

STEP 2

Now use imperative verbs to write the steps for something you know how to do. Next ask a friend about something they know how to do. Write the steps they tell you. Then let them ask you about the thing you know how to do. Tell them the steps to take.

How do you ride a bicycle?

First buy a bicycle. Then...

Something you know

Something your friend knows

## Quiz - Level 1, Lesson 28 - I Passed It!

Listen. Circle the letter of the correct answer.

1. What does Anna plan to do today?

- a. Take a driving test
- b. Look for a new car
- c. Go to another city
- d. Drive around the city

5. Which learning strategy is Anna using?

- a. Anna is using Visualization.
- b. She is Analyzing Information.
- c. Anna is using Self-Talk.
- d. She is using Movements.

2. What does Marsha want to know?

- a. Does Anna have her driver's license?
- b. Will Anna go driving today?
- c. Is it hard to pass the driving test?
- d. Does Anna have a new car?

6. Which are the imperative verbs in this video?

- a. please, sorry, ready
- b. turn, look, yell
- c. almost, first, now
- d. okay, great, don't

3. Why didn't Anna pass the test?

- a. Anna drove farm equipment.
- b. She drove too fast in traffic.
- c. Anna was too nervous.
- d. She had an accident.

7. What does John Russell tell Anna?

- a. Watch out for other cars.
- b. Stop yelling.
- c. You failed your test.
- d. Drive fast.

4. Why does Anna say the word "Well" slowly?

- a. She does not know the answer to the question.
- b. She does not want to tell Marsha the story.
- c. Anna wants to make Marsha laugh.
- d. Anna is happy about her driving test.

8. What does Anna do wrong?

- a. She drives off of the street.
- b. She drives too slowly.
- c. She takes her hand off of the wheel.
- d. She does all of these things.



**LEVEL 1**  
**LESSON 29**  
**A LONG TIME**  
**AGO**

**Topics**

Active listening  
Childhood dreams

**Prepare Before Class**

Picture of local figure or famous person who achieved their childhood dream  
Pictures of occupations

**Learning Strategy**

Personalize

**Goals**

**Grammar:** Review simple past and irregular past tense verbs; Using adjectives with correct adjective placement; **Infinitives:** to read, to be; to work  
**Speaking:** Using adjectives  
**Pronunciation:** Active listening using uh-huh and um-hum

**Day 1**

***Introduce the Lesson Topic***

Tell students, “Today we will learn how to talk about dreams. Not the kind you have when you sleep, but the kind when you think about your future.”

Give an example of your own childhood dream, or show a photo of a famous figure (in the place where you are teaching) who achieved their childhood dream. Examples include: Malala Yousafzai or Bill Gates.

***Teach Key Words***

Have students listen to the Speaking Practice video and say the new words for this lesson or repeat them after you.

## Speaking Practice

After the key words, the video teaches how to use adjectives.

### Speaking Practice Script – Lesson 29

#### Using Adjectives

1. An adjective is a word that describes a noun or pronoun.

In English, you can use adjectives in two places. One is after a linking verb, like “be” or “seem.” Another place is before a noun.

2. Listen to Anna use adjectives in these two places.

I am tired. (after a linking verb)

Today was a busy day at work. (before a noun)

You can also use more than one adjective to describe a noun or pronoun. Listen to Anna talking about how she was as a child.

Anna: I was a tall, serious child.

3. Now you try it. Tell about the dog.

Listen:

The dog is small.

The dog is black.

Speak:

It is a \_\_\_\_\_, \_\_\_\_\_ dog.

4. Adjectives help us talk about how we feel.

Make a sentence with two adjectives to tell how you feel today.

I am \_\_\_\_\_ and \_\_\_\_\_ today.

## Present the Conversation

Tell students that the video will show Anna and Marsha talking about their childhood dreams. Play the video or ask a few students to read the conversation.

Tell students to respond when there are pauses in the video.

### Main Video Script – Lesson 29

1. Listen:

How are you?

Speak:

\_\_\_\_\_ are you? (How)

2. Listen:

I am tired. Today was a busy day at work.

Speak:

I am \_\_\_\_\_. Today was a \_\_\_\_\_ at work. (tired, busy day)

Ask, “How was Anna’s day at work?” Let students look for the text in the conversation. Write the sentence on the board: “Today was a busy day...” Underline the word “busy” in the sentence. Point out that “This is an adjective. It tells us something about the noun, the word that follows it.”

“Let’s look for another example. How does Anna describe herself as a child?” After students give the answer, write it on the board: “I was a tall, serious child.” Underline the words “tall” and “serious.” Explain, “We can use more than one adjective to describe a noun.” The Activity Sheet for this lesson gives students practice using adjectives.

## Day 2

### *Pronunciation Practice*

The Pronunciation Practice video teaches about the noises people make to show they are listening.

#### Pronunciation Practice Video Script – Lesson 29

##### Active Listening

1. When listening in English, people often make sounds that show they are listening and understanding.

Listen to Marsha as Anna talks to her.

Anna: Thanks. This was a good idea.

Working outdoors is nice.

Marsha: Um-hum, it is.

Notice she says “Um-hum” to show she is listening.

2. Now you try it. Make a sound like “Um-hum” to show you are listening.

Listen.

I work at VOA Learning English.

Speak:

\_\_\_\_\_ (Um-Hum)

Ask students to look at the conversation again. Then ask, “Did you notice the sounds that Marsha made as she listened to Anna? What did she say?” Write them on the board:

Um Hum

Uh Huh

Explain, “These noises let someone know we are listening. As we talked about before, every language has these sounds. It’s good to learn how to use them in English.”

## ***Learning Strategy***

Remind students of the scene in the video when Anna saw an ad on a bus. “What happened in the video when Anna saw an advertisement for Ford’s Theater? She asks Marsha for more information about it. It is interesting to her because she likes Lincoln. She’s personalizing the new things she learned about Ford’s Theater from Marsha.”

Continue, “Now, think back to when you were a child. What did you want to be or do when you got older?” Give students time to think about their answers. Ask students to share their childhood dreams.

Summarize by saying, “Personalize is one of the easiest strategies. We do it without thinking most of the time. You can use personalizing to help you remember new words and grammar in English. Let’s try it with our next activity.”

## ***Activity Sheet Part 1***

Hand out Activity Sheet to the class. Ask students to form pairs. Tell the class: “First, let’s match the pictures and the adjectives. Raise your hand when you are done.” Have the first two students who raise their hands come to the front of the room to demonstrate the next activity.

Ask the first student to make a sentence with “be” about the match. For example: “Playing games is fun.” Have the second student use “Um Hum” or “Uh Huh” and then make a sentence with the adjective before the noun, such as: “Um Hum. We like playing fun games.”

Have the students demonstrate their understanding with other adjectives and pictures.

Give students time to complete this part of the pair practice. Remind students to use “Um Hum” or “Uh Huh” to show they are listening. Have students take their Activity Sheets back to their seats and keep them for the next part of the lesson.

## **Day 3**

## ***Activity Sheet Part 2***

Have students sit with a new partner. Instruct them to look at the lower half of the Activity Sheet. Demonstrate with the first line. Ask students to supply a word to fill in the blank before the word “trucks.”

In the past, I wanted to fix big trucks.  
I wanted to ride fast motorcycles.  
My childhood dream was to be a mechanic.

Instruct students to complete the remaining three lines, then continue to the third section. When students have finished the middle section, tell them, “Now it’s your time to think about yourself. Listen to your partner ask, ‘What did you want to be when you were a child? And why?’ Think back and make a sentence with ‘because’ and one or two adjectives.”

Have a student ask you the question about your childhood dream. Answer, “I wanted to be an English teacher, because I love helping young people learn.”

Have students continue with the activity and write their answers on their paper. Encourage them to get up and move across the room to find a second person to ask the question.

## Day 4

### *Listening Quiz*

Give each student a paper copy of the listening quiz. Play each question’s video and pause for students to answer. Ask students to choose the correct answer.

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

1. Marsha says, I’m really busy, too, Anna.
2. Marsha says, “That’s an advertisement for Ford’s Theatre. They have a new show.”
3. Anna says, “I was a tall, serious child. At the playground the other children played silly games.”
4. Anna says: “I loved to read serious books about U.S. presidents.”
5. Anna says: In fact, I wanted to be ... don’t laugh ... President of the United States.
6. Anna says: You know, Marsha, childhood dreams are really important.
7. Anna says: “I have an idea. Let’s go...make our childhood dreams come true.” Then, she says to Marsha, “We’re going to see a show at Ford’s Theatre!”
8. Marsha studied the stars and planets when she was a child. She wanted to fly into outer space.

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

## ***Writing***

Discuss the key words that may be used for the topic. For this lesson, encourage students to write about their childhood dreams. Write some of them on the board for students to use in their written work. Write the writing topic on the board:

In this lesson you learn about Anna and Marsha's childhood dreams. What was your childhood dream? What did you want to be?

## Resources

### Conversation

- Anna: Hello! In Washington, D.C., there are many places that bring history to life. But people who live here often do not have time to see them. They are too busy with work -- like me. Hi, Marsha!
- Marsha: Hi, Anna! Have a seat.
- Anna: Thanks. This was a good idea. Working outdoors is nice.
- Marsha: Um-hum, it is.
- Anna: I am tired. Today was a busy day at work. And I still have work to do!
- Marsha: Hmm, that's too bad.
- Anna: How are you these days?
- Marsha: I'm really busy too, Anna. Let's get to work.
- Anna: Marsha, look! That bus has a photo of Abraham Lincoln!
- Marsha: That's an advertisement for Ford's Theatre. They have a new show.
- Anna: They have shows where Abraham Lincoln died?
- Marsha: Yeah, it's a working theater and a museum.
- Anna: I love Lincoln. You know, Marsha, that advertisement reminds me of something.
- Marsha: Um-hum. What's that?
- Anna: When I was a little girl ... When I was a little girl ... I was not like other children.
- Marsha: Um-hum, I can believe that.
- Anna's voice: I was a tall, serious child. At the playground the other children played silly games. They played with dart guns. They played on the swings, the slide and the teeter-totter. They also played ball But not me. I loved to read serious books about U.S. presidents.*
- Anna: In fact, I wanted to be ... don't laugh ... President of the United States.
- Marsha: (laughs)
- Anna: Stop! I know it's a silly childhood dream.
- Marsha: I'm sorry. It's not silly. Guess what I wanted to be?
- Anna: What?
- Marsha: I wanted to be... an astronaut.
- Anna: Really?
- Marsha's Voice: When I was a kid, I studied the stars and planets. I wanted to fly into outer space!*
- Anna: You know, Marsha, childhood dreams are really important.
- Marsha: They are. And it's good to remember them.
- Anna: Hey! I have an idea. Let's go.
- Marsha: Go where?
- Anna: Let's go make our childhood dreams come true.
- Marsha: We're going to the Air & Space Museum! Yes!
- Anna: No. We're going to see a show at Ford's Theatre just like Abraham Lincoln did

when he died! It's not far from here.

**Marsha:** Uh huh. That is your childhood dream.

**Anna:** Good point. Okay, next week, we'll come here and be astronauts.

**Marsha:** Honestly?

**Anna:** Honestly.

**Anna:** Tonight we are seeing a show at Ford's Theatre, where a man shot President Abraham Lincoln. This is history come to life ... and a childhood dream come true! Until next time ...

## Key Words

**advertisement** (ad) - *n.* something (such as a short film or a written notice) that is shown or presented to the public to help sell a product or to make an announcement

**astronaut** - *n.* a person who travels in a spacecraft into outer space

**ball** - *n.* a usually round object that is used in a game or sport or as a toy

**believe** - *v.* to accept or regard (something) as true

**childhood** - *n.* the period of time when a person is a child

**come true** - *expression.* to materialize, to become a reality, or become fulfilled

**dart gun** - *n.* a small toy weapon that throws out small objects with a sharp point at one end

**die** - *v.* to stop living

**dream** - *n.* something that you have wanted very much to do, be, or have for a long time

**Ford's Theatre** - *n.* Ford's Theatre is a historic theatre in Washington, D.C., used for various stage performances beginning in the 1860s. It is also the site of the shooting of U.S. President Abraham Lincoln on April 14, 1865.

**planet** - *n.* a large, round object in space (such as the Earth) that travels around a star (such as the sun)

**really** - *adj.* without question or doubt—used to make a statement more definite or forceful

**serious** - *adj.* thoughtful or quiet in appearance or manner

**shoot** - *v.* to fire a weapon such as a gun (the past tense is shot)

**slide** - *n.* a structure with a slippery surface that children slide down

**star** - *n.* any one of the objects in space that are made of burning gas and that look like points of light in the night sky

**swing** - *n.* a seat that hangs from ropes or chains and that moves back and forth

**teeter-totter** - *n.* a long, flat board that is balanced in the middle so that when one end

goes up the other end goes down

**tired** - *adj.* feeling a need to rest or sleep

**true** - *adj.* agreeing with the facts or not false

**um-hum / uh-huh** - *interjection* — used to express affirmation, agreement, comprehension, or interest

**working** - *adj.* doing work or in operation

## Quiz - Level 1, Lesson 29 - A Long Time Ago

Listen. Circle the letter of the correct answer.

1. How does Marsha react after Anna asks, "How are you these days?"

- a. Marsha is very tired.
- b. She helps Anna with her work.
- c. Marsha stops talking.
- d. She wants to begin working.

5. What was Anna's "childhood dream?"

- a. To become a U.S. President
- b. To teach people how to enjoy books
- c. To tell stories to big crowds
- d. To act in a play about President Lincoln

2. What does Marsha say about Ford's Theatre?

- a. She hates going to the theater.
- b. There is a new show happening there.
- c. The theater is closed this week.
- d. She wants to see a show with Anna.

6. What does Anna say about Marsha's "childhood dream?"

- a. She remembers Marsha from school.
- b. Childhood dreams are important.
- c. Marsha should follow her dreams.
- d. Marsha's dream is sillier than Anna's.

3. What does "I was not like the other children" mean?

- a. Anna wore colorful clothes.
- b. She was the newest child at her school.
- c. Anna wanted to be popular.
- d. She was more serious than other children.

7. How do Anna and Marsha make their childhood dreams "come true?"

- a. They go to Ford's Theatre.
- b. They go to the Air and Space Museum.
- c. They go to the White House.
- d. They go to the Lincoln Memorial.

4. What does Anna say about books?

- a. The other children at school laughed at her books.
- b. She wanted to write stories about presidents.
- c. Anna liked reading books about presidents.
- d. Her friends did not have good reading skills.

8. Why does Marsha want to go to the National Air and Space Museum?

- a. She wants to teach Anna about astronauts.
- b. Marsha works at the museum.
- c. She dreamed of being an astronaut as a child.
- d. Marsha is really an astronaut.

STEP 1

Use the numbers next to the adjectives below to match the adjectives with the pictures they best describe. Write each number next to the correct picture.

- 1 **FUN**
- 2 **RICH**
- 3 **STRONG**
- 4 **BUSY**
- 5 **FAST**
- 6 **LOUD**
- 7 **BIG**
- 8 **GOOD**



STEP 2

Next write each adjective in the correct sentence. Then write in the missing letters to complete the name of the job.

In the past...	Also, in the past...	Childhood dream job
I wanted to fix _____ trucks.	I wanted to ride <u>fast</u> motorcycles.	m e c h a n i c
I like to listen to _____ music.	I wanted to be _____.	_ o _ _ s _ a r
I had _____ math skills.	I liked to be _____.	s c _ _ n _ _ t
I wanted to be _____.	I liked to play _____ games.	_ t _ l _ _ e

STEP 3

Now ask two friends what their childhood dream jobs were and why. Write their answers in the table below. Then let them ask you what your childhood dream job was and why.

When you were a child what did you want to be?

Why?

Friend's childhood dream jobs

She wanted to be a writer because she liked to read good books.

A writer.

Because I liked to read good books.



**LEVEL 1**  
**LESSON 30**  
**ROLLING ON THE RIVER**

**Topics**

Asking for and making food recommendations  
Units of measure & their abbreviations  
Dollar amounts expressed in numerals

**Prepare Before Class**

Pictures of crabs (Available in Resources)

**Learning Strategy**

Make inferences (guess)

**Goals**

**Grammar:** Comparative and superlative adjectives; quantitatives (much/many); count/non-count nouns  
**Speaking:** Using count and non-count nouns  
**Pronunciation:** Abbreviations for amounts

**Day 1**

***Introduce the Lesson Topic***

Ask students, “If your friend comes into the room with a big smile, can you guess how they feel?” Give several students a chance to respond.

Continue, “Of course, you can guess how your friend feels. In fact, we often guess things based on information we get from the world around us. Today we’re going to learn how to use that ability when we are studying English.”

Introduce another focus of the lesson, comparative adjectives, by showing three pictures of animals or objects. At the end of this lesson, there are three crab photos. First show the blue crab. Say, “This is a large crab.” Then, show the king crab and tell students, “This is a larger crab.” Finally, show the coconut crab, and tell students, “This is the largest crab.” Point out the suffixes on the adjectives by writing the words on the board:

large      larger      largest

Explain that the -er ending (or suffix) is used to compare something with a greater amount of a quality, while the -est suffix is used to describe something with the highest degree of a quality.

Tell students that by the end of the lesson, they will learn more about the strategy, Make Inferences, learn about a famous seafood market and learn how to use comparative and superlative adjectives.

### **Speaking Practice**

Have students listen to the Speaking Practice video and say the new words for this lesson or repeat them after you. The video teaches how to use count and non-count nouns. Practice using the examples below or objects in the classroom.

#### Speaking Practice Script – Lesson 30

1. When we want to talk about a number of things, we often use the words “much” and “many” to talk about the quantity. There is a simple rule about when to use them. To learn the rule you should know there are two kinds of nouns.

**One is count nouns.** These are things you can count. You can put a number before these nouns.

For example, “I have three dollars.”

2. **The other kind is non count nouns.** These are things that are very small (like sand), or a liquid, a gas, a concept or an activity.

You cannot put a number before these nouns. For example, “I have two cash” is NOT correct.

We can count these things if they are in a container, like a box, a bag, or a bottle. For example, you can say, “I have two bags of cash.”

3. Many or Much?

Use “many” with a noun that has a plural form.

These nouns are things that you can count.

For example, Pete asks: How many crabs do you want?

Use “much” with non-count nouns. These are nouns that do not have a plural. For example, Pete asks Anna:

How much money can you spend?

4. One non-count noun is corn. If we want to count corn, we can talk about “ears” of corn.

Now you try it. Look at the picture. Ask a question with “How much” or “how many?”

Listen:

I want to buy some corn.

Speak:

\_\_\_\_\_ ears of corn do you want? (How many)

Now try it with this picture: (water pitcher)

How \_\_\_\_\_ do you want? (much water)

## Day 2

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

Tell students that in this lesson Anna is getting ready for a dinner party. Play the video or ask a few students to read the conversation. Tell students to respond when there are pauses in the video or practice the sentences below after hearing the conversation.

#### Main Video Script – Lesson 30

1. Listen:

How much money can you spend?

Speak:

How \_\_\_\_\_ money can you spend? (much)

Listen:

I can only spend \$50.

Speak:

I can \_\_\_\_\_ \$50. (only spend)

2. Listen:

You should get the larger crabs.

Speak:

You should get the \_\_\_\_\_ crabs. (larger)

Listen:

They have the most meat.

Speak:

They have the \_\_\_\_\_ meat. (most)

### ***Pronunciation Practice***

The Pronunciation Practice video teaches about the abbreviations for dozen and pounds.

#### Pronunciation Practice Video Script – Lesson 30

1. In this lesson, Anna goes to a seafood market. The signs at the market tell the cost of the seafood.

One sign says ears of corn cost \$12 for one dozen. When we say the cost, we say “a dozen.” The abbreviation or short form of the word dozen is doz.

Listen to this conversation:

How much is the corn?

It’s \$12 a dozen.

Now you try it.

Crabs cost \$20 for one dozen.

Listen:

How much are the crabs?

Speak:

They’re \$20 \_\_\_\_\_. (a dozen)

2. In many markets, signs tell the cost of one pound of a food.

For example, signs in the seafood market tell the cost of a pound of shrimp.

The abbreviation for pound is lb. Signs may say lb. or lbs. for more than one pound.

When we say the cost, we say, “a pound” or “for two pounds.”

Now you try it.

Listen:

How much for two pounds of shrimp?

Speak:

It’s \$31 \_\_\_\_ two \_\_\_\_\_. (for, pounds)

## Learning Strategy

Replay or have students repeat the part of the conversation where Pete asks Anna about her childhood:

- Pete: Anna, you love to eat seafood. Did you grow up on the water?  
 Anna: No, I didn't. But I love the water. And I love being on the water.  
 Pete: You know how to sail?  
 Anna: Well ... this afternoon I am going on a boat.  
 Pete: You are full of surprises. What kind of boat? Is it a motorboat or a sailboat?  
 Anna: It's a special boat, Pete. Well, thanks for your help. See you later!  
 Pete: See you, Anna!  
 (to himself) Wow, Anna's a sailor! Who knew?

Pete takes the information he got from seeing Anna at the market, and guessed where she grew up. When Anna says, "I love being on the water," Pete guesses again: "You know how to sail?" We call this making an inference. Anna answers that she is going on a boat that afternoon. Pete makes another inference when he says, "Wow, Anna's sailor!"

Tell students, "We'll practice making inferences with the Activity Sheet."

## Activity

Hand out the Activity Sheet and ask students to form pairs.

Say, "Let's look at the first example. The word "taller" is above the picture of the giraffe. Can you compare the giraffe and the mouse? On your sheet you see the sentence, *The giraffe is taller than the mouse.*"

Say, "Now let's look at the mouse. What can we say about the mouse? Here, we can make an inference that the mouse is shorter than the giraffe. With your partner, write the sentence below the pictures, *The mouse is shorter than the giraffe.*"

Have students continue with the other small pictures. Give students time to complete this part of the pair practice. Walk around the room and remind students to make inferences.

For the second part of the activity sheet, have students make groups of four. Tell the students, "With another pair, compare yourself or your partner with the other students. Remember to be kind to one another. While being kind, a student would not say another

student is slow, for example.”

After all of the students have completed the activity, have two or three students demonstrate.

## Day 4

### *Listening Quiz*

Give each student a paper copy of the listening quiz. Play each question’s video and pause for students to answer. Ask students to choose the correct answer.

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

1. Anna says, “Today, I am at an outdoor seafood market near the Potomac River. Some say it is the oldest outdoor seafood market in the United States! I am here to buy seafood.”
2. Pete says, “I work here. You know, it’s not easy to be a writer.”
3. Pete says, “But this job is great. I work outside by the river. And I can eat all the free seafood I want!”
4. Anna says, “In fact, I am here to buy some seafood for my dinner party.”
5. Pete says, “Sure thing. Follow me. How much shrimp do you want?”  
Anna asks, “How much do I need for five people?”
6. Pete says, “The crabs here are delicious! They are the best because they come from the nearby Chesapeake Bay!”
7. Pete says, “You should get the larger crabs. They have the most meat.”
8. Pete says, “Anna, you like to eat seafood. Did you grow up near the water?”

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

### *Writing*

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:

Where do you (or your family) buy fresh food? Is there a seafood or vegetable market near where you live?

Try to use some of the words from this lesson, like best, freshest, oldest, spend, money, and larger.

## Resources

### *Conversation*

- Anna: Hello! Washington, D.C. sits on the Potomac River. This river is important to the history and culture of the city. Today, I am at an outdoor seafood market near the Potomac River. Some say it is the oldest outdoor seafood market in the United States! I am here to buy seafood. Let's see what they have!
- Anna: Excuse me. Can you help me?
- Pete: Sure! What do you need?
- Anna: Pete!
- Pete: Anna!
- Anna: What are you doing here?
- Pete: I work here. You know, it's not easy to be a writer.
- Anna: Yeah, I heard that. Sorry.
- Pete: But this job is great. I work outside by the river. And I can eat all the free seafood I want!
- Anna: That is great, Pete. In fact, I am here to buy some seafood for my dinner party.
- Pete: You came to the right place. They have the freshest seafood in town. How much money can you spend?
- Anna: I can only spend \$50.
- Pete: Okay. What do you want?
- Anna: First, I want to buy some shrimp.
- Pete: Sure thing. Follow me. How much shrimp do you want?
- Anna: How much do I need for five people?
- Pete: (yells to co-worker) Give her a pound of shrimp!
- Anna: Ok, now I want to buy some crabs.
- Pete: The crabs here are delicious! They are the best because they come from the nearby Chesapeake Bay! Walk this way.
- Pete: How many crabs do you want?
- Anna: I want a dozen crabs.
- Pete: You should get the larger crabs. They have the most meat.
- Anna: Then I want a dozen large crabs, please!
- Pete: Is that everything you need?
- Anna: Let's see ... I have shrimp and crabs. And a friend is bringing a salad and many ears of corn-on-the-cob.
- Pete: Is that all the seafood that you need?
- Anna: Yes.
- Pete: That'll be \$49.95. Cash or credit?
- Anna: Credit, please.
- Pete: Anna, you love to eat seafood. Did you grow up on the water?
- Anna: No, I didn't. But I love the water. And I love being on the water.

Pete: You know how to sail?  
Anna: Well ... this afternoon I am going on a boat.  
Pete: You are full of surprises. What kind of boat? Is it a motorboat or a sailboat?  
Anna: It's a special boat, Pete. Well, thanks for your help. See you later!  
Pete: See you, Anna! Wow, Anna's a sailor! Who knew?  
Anna: Yes, rivers are important to the history and culture of Washington, D.C. And now I am part of this city's interesting waterfront culture. Until next time!

corn on the cob



blue crabs



Chesapeake Bay



## Key Words

**best** - *adj.* better than all others in quality or value

**Chesapeake Bay** - *n.* an inlet of the Atlantic, in Maryland and Virginia. It is 200 miles (or 320 km) long; and from 4–40 miles (or 6–64 km) wide.

**corn-on-the-cob** - *n.* corn when cooked and eaten straight from the cob - the part of corn that the kernels grow on; an ear of corn

**crab** - *n.* a sea animal that has a hard shell, eight legs, and two large claws

**credit** - *n.* money that a bank or business will allow a person to use and then pay back in the future

**dozen** - *n.* a group of 12 people or things

**ear** - *n.* the part of a corn plant on which the seeds grow

**freshest** - *adj.* the most fresh

**many** - *adj.* used to refer to a large number of things or people

**much** - *adj.* large in amount or extent

**larger** - *adj.* greater in size or amount

**market** - *n.* a place where products are bought and sold

**money** - *n.* something (such as coins or bills) used as a way to pay for goods and services and to pay people for their work

**most** - *adj.* almost all or the majority of

**motorboat** - *n.* a boat with a motor

**oldest** - *adj.* having the highest age of a group

**Potomac River** - *proper noun.* a river flowing from West Virginia to the Chesapeake Bay. It flows between Maryland and Virginia.

**pound** - *n.* a unit of weight that is equal to 16 ounces or about a half of a kilogram

**river** - *n.* a large natural flow of water that crosses an area of land and goes into an ocean or a lake

**sail** - *v.* to travel on water in a ship or boat

**sail** - *n.* large piece of strong cloth that is connected to a ship or boat and that is used to catch the wind that moves the ship or boat through the water

**sailboat** - *n.* a boat that has a sail

**sailor** - *n.* a person who works on a boat or ship as part of the crew

**salad** - *n.* a mixture of raw green vegetables, such as different types of lettuce, usually combined with other raw vegetables

**seafood** - *n.* fish and shellfish that live in the ocean and are used for food

**some** - *adj.* refers to an unspecified amount or number

**spend** - *v.* to use money to pay for something

**water** - *n.* an area of water such as a lake, river, or ocean

**waterfront** - *n.* the land or the part of a town next to the water of an ocean, river or lake.

## Quiz - Level 1, Lesson 30 - Rolling on the River

Listen. Circle the letter of the correct answer.

1. What does Anna say she is doing today?

- a. She is fishing in the Potomac River.
- b. Anna is selling seafood on the river.
- c. She is visiting an old friend.
- d. Anna is going to buy seafood

5. What does Anna want to know?

- a. How many people work with Pete
- b. Where to buy five pounds of shrimp
- c. How much shrimp to buy for five people
- d. Where Pete is going after work

2. What is Pete doing at the market?

- a. Pete is writing about the market.
- b. He is looking for a job.
- c. Pete is working at the market.
- d. He is looking for Anna.

6. What advice does Pete give to Anna?

- a. He says Anna should buy Chesapeake Bay crabs here.
- b. Pete tells Anna there are no Chesapeake Bay crabs here.
- c. He says to go to the Chesapeake Bay to buy crabs.
- d. Pete says he likes going to the Chesapeake Bay.

3. What are the good things about Pete's job?

- a. The job gives him sailing and fishing lessons.
- b. He gets to see food and the river.
- c. The job lets him learn about seafood and corn.
- d. He can work by the river and eat free food.

7. What does Pete tell Anna to buy?

- a. Pete says she should buy the larger crabs, with the most meat.
- b. He says she should go to the meat market.
- c. Pete tells her to try to find the crab boat.
- d. He tells Anna to look for a larger market.

4. What is Anna doing at the river?

- a. Anna is looking for a party by the river.
- b. She wants to buy seafood for a party.
- c. Anna wants Pete to give her \$50 for a party.
- d. She is looking for a fishing boat.

8. What strategy does Pete use in this clip?

- a. Making inferences, or Guessing
- b. Making associations
- c. Paraphrasing or Substituting
- d. Self Talk

*Blue Crab*



*Coconut Crab*



*Japanese Spider Crab*



STEP 1

Write the comparative form of the adjectives below into the boxes below the pictures. Then write two sentences below each pair of the pictures comparing them.

ADJECTIVES

<b>GIRAFFE</b> 	<b>MOUSE</b> 
taller	

- TALL
- YOUNG
- FAST
- SLOW
- OLD
- SMART
- SHORT
- STRONG

<b>TURTLE</b> 	<b>CHEETAH</b> 

The giraffe is taller than the mouse

<b>CINDY</b> 	<b>MARTHA</b> 

<b>THOMAS</b> 	<b>MARCO</b> 

STEP 2

Now choose the superlative form of four these adjectives. Use each of the superlatives to compare yourself with at least two of your friends. Write a sentence about you or your friends using each of the four superlatives you chose.

Who is the smartest?



SUPERLATIVE	WHO IT DESCRIBES
smartest	I am the smartest.

You are!





**LEVEL 1**  
**LESSON 31**  
**TAKE ME OUT TO**  
**THE BALL GAME**

<b>Topics</b>  Making comparisons Asking for and giving advice	<b>Prepare Before Class</b>  A group of classroom objects of various sizes or qualities for Comparative Activity 2
<b>Learning Strategy</b>  Visualize	<b>Goals</b>  Grammar: Comparatives: faster, earlier  Speaking: Using comparative and superlative adjectives  Pronunciation: Pronouncing reduced “than” in comparative sentences

**Day 1**

***Introduce the Lesson Topic***

Tell students, “Today we will learn a little about the game of baseball. We will also learn how to compare two or more things.”

Ask students, “What are the popular sports in your country?” Give students a chance to respond. Say, “Do you know what sports are popular in the United States?” Let students make suggestions and write the names of the sports on the board. Circle the name baseball if students have suggested it.

Say, “Can you compare the game of football (soccer) to the game of baseball?” Give students a chance to respond in their native language or English. Write their answers on the board in English, and circle the comparative words that they used.

Explain, “In this lesson we will learn more about these words. They let us compare two things in English.”

## Teach Key Words

Have students listen to the Speaking Practice video and say the new words for this lesson or repeat them after you.

## Present the Conversation

Tell students that the video will show Anna trying to get to a baseball game. The question is: what is the fastest way for her to get there? Play the video or ask a few students to read the conversation.

Tell students to respond when there are pauses in the video.

### Main Video Script – Lesson 31

#### 1. Listen:

Don't take the bus. A taxi is faster than a bus.

#### Speak:

Don't take the bus. A taxi is \_\_\_\_ a bus.  
(faster than)

#### 2. Listen:

You should go a lot earlier than 7 o'clock.

#### Speak:

You should go a lot \_\_\_\_ 7 o'clock.  
(earlier than)

## Day 2

## Pronunciation Practice

The Pronunciation Practice video teaches how to pronounce the reduced “than” in comparative sentences.

### Pronunciation Practice Video Script – Lesson 31

1. When English speakers use comparative adjectives, they sometimes do not pronounce the word “than” clearly.

Ashley says, “In D.C. traffic, sometimes a bicycle is faster than a car.”

So, you may hear someone say,  
“The Metro is faster than a taxi.”

Or, you may hear, “The Metro is faster 'ən a taxi.”

2. Dictionaries and language experts write this reduced vowel sound with a character called the schwa. It looks like this: ə

American English speakers often pronounce vowels that have little stress, or emphasis using the schwa sound.

Now, you try it. Compare a bus to a bicycle. Use “bigger” and the reduced form of “than.”

A bus is \_\_\_\_ a bicycle. (bigger 'ən)

## Speaking Practice

After the key words, the video teaches about using comparative and superlative adjectives.

### Speaking Practice Script – Lesson 31

1. To compare things in English, we use a special kind of adjective. To compare two or more things, use a comparative adjective.

In this lesson, Ashley says, “A bicycle is faster than a taxi.” Later, Anna says, “Being early is better than being late.”

2. Now, you try it. Compare two ways to get to Nationals Park.

Which way is faster, Metro or bus? I want to arrive earlier this time.

The metro is \_\_\_\_\_ than a bus. (faster)

You will arrive \_\_\_\_\_. (earlier)

3. Superlative Adjectives

Superlative adjectives describe one thing as having more of a quality than all of the other things in the group.

The word “the” appears before these adjectives and they end in -est or -st.

4. In last week’s lesson we heard Pete say, “You came to the right place. They have the freshest seafood in town.”

Pete uses a superlative adjective because there are many places to buy seafood. He thinks this market has the freshest seafood.

5. Listen to Pete as he uses a superlative adjective to describe the crabs:

“The crabs here are delicious! They are the best because they come from the nearby Chesapeake Bay.”

In this lesson, Anna says, “The Metro was a lot faster than a bus, taxi, or bike.

For the adjective “fast,” the superlative is “fastest.”

6. Now you try it. Compare four ways to get to Nationals Park.

Listen:

What is the best way to get to Nationals Park? Metro, bus, taxi, or bike?

Speak:

The Metro is \_\_\_\_\_ way to get to Nationals Park. (the fastest)

### ***Learning Strategy***

Say, “Today’s learning strategy is visualize. Visualizing means creating a picture in your mind. In this week’s video, for example, Anna visualizes playing a baseball game. In the conversation, this happens after she says, “I can see it now.” She imagines playing the game. Jonathan listens and makes an image in his own mind. He understands that Anna loves baseball.”

Continue, “You can use this strategy when learning or using a new language. We can visualize to help us understand or remember what we are learning. Let’s try doing this now.”

Ask students to think about one of their funniest or happiest memories. Tell them they will share this story with two other students.

Put students into groups of three. Ask each student to share their memory with their group. After each student shares their memory, the other two students tell that person how they visualized the story in their mind. For example, if a student shares a story about a pet, the other two students should describe how they imagined the pet to look and other details from the story.

### ***Comparative Activity 1***

Give each student a copy of the Activity Sheet from the end of this lesson. Explain, “First, let’s play a baseball game.” Give students time to complete this part of the pair practice.

When the students have finished, bring their attention to the second activity on the sheet. This activity uses ‘baseball cards’ to give students practice with comparative adjectives. Students take turns making statements about the women players based on the numbers on their cards.

### ***Comparative Activity 2***

Remind students of the scene in the video when Anna says, ‘I can see it now.’ Say, “What happened in the video when Anna thought about playing a baseball game? She was making an image in her mind. You can do that, too, to learn new words in English.”

For this activity, your students will play a game of baseball in the classroom. Put the students into two teams.

Tell one team to stand at the front and the other team stand to one side. Mark home plate and three bases by putting a book or an object on at four points of the classroom.

Tell the team at the back, “Your job is to name two or three things in this classroom to compare. You must listen to the other team make a sentence with a comparative or superlative adjective. That team gets a point if their adjective is correct. If the team misses three sentences the teams trade places.”

Keep score by marking points on the board for each team. Some comparisons that can be made of classroom objects include: books or notebooks, maps, posters, tables or desks, windows, doors and more. For example a student may compare the teacher’s desk and the students’ desks: “The teacher’s desk is bigger than the students’ desks.”

## Day 4

### *Listening Quiz*

Give each student a paper copy of the listening quiz. Play each question’s video and pause for students to answer. Ask students to choose the correct answer.

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

1. Anna says, “Today, I am going to Nationals Park. It is home to Washington’s baseball team -- the Washington Nationals!” Jonathan says, “Hi Anna, where are you going?” Anna says, “I am taking a bus to a Nationals baseball game!”
2. Jonathan says, “Don’t take the bus, A taxi is faster than a bus.” Anna says, “Oh, good idea. You know - I love baseball.” Jonathan says, “That’s great.”
3. Ashley says, “Hi, Anna.” Anna says, “Hi Ashley.” Ashley says, “Where are you going?” Anna says, “I am going to see a Nationals baseball game.” Ashley says, “Do you have a ticket?” Anna says, “No, not yet.” Ashley says, “Anna, you should go a lot earlier than 7 o’clock.”
4. Ashley says, “A bicycle is faster than a taxi.” Anna says, “Oh Ashley. Ashley, Ashley, Ashley. A car is a faster than your bicycle.” Ashley says, “In D.C. traffic, sometimes a bicycle is faster than a car. And, right now there is a lot of traffic.”
5. Ashley says, “The Metro is faster than a taxi and a bicycle. You ought to take the Metro.”
6. Anna sees the sign at the ticket window. It says “sold out.” This means that there are no more tickets for the game. She says, “What? The tickets are sold out? Nooooo!”

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

## ***Writing***

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:

Before buying something, do you compare it with similar products? Write about something that you needed to buy in order to do or make something.

Give students a few examples of needed things, such as an ingredient for making a dish, a piece of equipment for playing a sport, a piece of clothing for going to an event, or a material for building or making something.

Give an example: "I want to make mashed potatoes tonight. At the market they have red potatoes, purple, and white potatoes. They have some that are smaller than the others. Today I will buy the longest white potatoes in the market, because they are the best for making mashed potatoes."

Tell students to use comparative and superlative adjectives to write about three similar products and then tell which product they chose.

After giving students time to write, ask a few students to share their writing with the class

### *Conversation*

- Anna: Hi, there, sports fans! Baseball is America's sport. Today, I am going to Nationals Park. It is home to Washington, D.C.'s baseball team -- the Washington Nationals!
- Anna: Hi, Jonathan!
- Jonathan: Hi, Anna! Where are you going?
- Anna: I am taking a bus to a Nationals baseball game!
- Jonathan: Don't take the bus. A taxi is faster than a bus.
- Anna: Oh, good idea. You know I love baseball.
- Jonathan: That's great. Have fun.
- Anna: In fact, I wanted to be a baseball player.
- Jonathan: Is this one of your memories? I'm really busy.
- Anna: This won't take long. I can see it now... I am at home plate. I wait for the pitch. The ball comes. I swing. It's a hit! I run to first base, second base, third base, then home plate. It's a home run! The crowd cheers! Woo hoo!
- Jonathan: You really love baseball. Have fun at the game, Anna.
- Anna: Thanks, Jonathan. Taxi!
- Ashley: Hi, Anna. Where are you going?
- Anna: Hi, Ashley. I am going to see a Nationals baseball game!
- Ashley: What time is the game?
- Anna: 7 o'clock.
- Ashley: Do you have a ticket?
- Anna: No, not yet.
- Ashley: Anna, you should go a lot earlier than 7 o'clock.
- Anna: That is why I'm taking a taxi. Taxi!
- Ashley: Anna, Anna, that's not a good idea. A bicycle is faster than a taxi.
- Anna: Oh, Ashley. Ashley, Ashley, Ashley. A car is faster than your bicycle.
- Ashley: In D.C. traffic sometimes a bicycle is faster than a car. And right now, there is a lot of traffic.
- Anna: Good point. But I don't have a bicycle.
- Ashley: Okay, Anna, you can use my bicycle.
- Anna: Thanks! I really want to learn how to ride one.
- Ashley: What do you mean, learn how to ride a bike? Oh, Anna! Anna, Anna!
- Ashley: You know, Anna, the Metro is faster than a taxi and a bicycle. You ought to take the Metro. It's that way.
- Anna: Good idea.
- Ashley: OK.
- Anna: See you later!

Ashley: Bye, Anna!

Anna: Bye!

Anna: The Metro was a lot faster than a bus, taxi or bike. And now I'm at Nationals Park! Look at all these fans! So many people like to watch baseball. There's the ticket window. What? The tickets are sold out? Nooooooo!Nooooooo! But I really want to watch a baseball game. Does anyone have an extra ticket?

Fan: Next time, you should buy your ticket online.

Anna: Thanks. Thanks a lot. It is good advice. Being early is better than being late. Until next time ...

## Key Words

**base** - *n.* any one of the four places a runner must touch in order to score in baseball

**baseball** - *n.* a game played on a large field by two teams of nine players who try to score runs by hitting a small ball with a long rounded stick and then running to each of the four places a runner must touch in order to score without being put out

**better** - *adj.* more attractive, appealing, effective or useful

**bicycle/bike** - *n.* a 2-wheeled vehicle that a person rides by pushing on foot pedals

**cheer(s)** - *v.* to shout with joy, approval, or enthusiasm

**crowd** - *n.* a large group of people who are together in one place

**earlier** - *adv.* before the usual or expected time

**extra** - *adj.* more than is usual or necessary

**fan(s)** - *n.* a person who likes and admires someone, such as a famous person, or something, such as a sport or a sports team, in a very enthusiastic way

**faster** - *adv.* with great speed

**hit** - *v.* to cause a ball to move by hitting it forcefully with a bat in baseball;

**hit** - *n.* when a baseball player is able to successfully swing the bat and connect it with the ball

**home plate** - *n.* the base that a runner must touch in order to score in baseball

**home run** - *n.* a hit that allows the batter to go around all the bases and score a run in baseball

**Nationals Park** - *n.* a baseball park located in Washington, D.C. that is the home ballpark for the Washington Nationals baseball team

**online** - *n.* done over the Internet

**pitch** - *v.* to throw a ball to the player who is trying to hit the ball in baseball

**sell out** - *v.* to be bought until no more are available

**swing** - *v.* to move your arms while holding the long rounded stick that is used to hit the ball in baseball with a quick, curving motion

**team** - *n.* a group of people who compete in a sport or game against another group

**than** - *conj.* used to introduce the second or last of two or more things or people that are being compared — used with the comparative form of an adjective or adverb

**ticket** - *n.* a piece of paper that allows you to see a show, participate in an event, travel on a vehicle

**window** - *n.* an opening in a wall or door that usually contains a sheet of glass

# Quiz - Level 1, Lesson 31 - Take Me Out to the Ball Game

Listen. Circle the letter of the correct answer.

## 1. What is Anna going to do?

- a. Visit a national park
- b. Play on a baseball team
- c. Watch a baseball game
- d. Learn a new sport

## 4. What does Ashley explain to Anna?

- a. Traffic is often unsafe in Washington, DC.
- b. A bicycle can sometimes be faster than a car.
- c. Taxis are usually busy because of traffic.
- d. She always rides her bicycle to baseball games.

## 2. What advice does Jonathan give Anna?

- a. Take a taxi to the game.
- b. A taxi cannot enter the park.
- c. Take a faster bus.
- d. The bus is not coming.

## 5. What advice does Ashley give Anna?

- a. The Metro is faster than a taxi but slower than a bicycle.
- b. Anna ought to take the Metro because it's the fastest way.
- c. The Metro is located near the baseball stadium.
- d. Anna should take Ashley to the baseball game.

## 3. What does Ashley say to Anna?

- a. Anna is always late for events.
- b. The ticket sales end at 7:00 pm.
- c. The stadium doors open at 7:00 pm.
- d. Anna must go to the game earlier.

## 6. Why is Anna sad when she arrives at Nationals Park?

- a. There are no tickets for the game.
- b. The game has already started.
- c. There is not a game tonight.
- d. Tickets are only available online.

GAME INSTRUCTIONS

One player is the "batter" and one player is the "pitcher."  
 Example: P touches #5 and B touches #3  
 Result: 5-3: Batter moves 2 bases.

BATTER

- Close your eyes and touch the number pad.
- Touched higher number = You got a hit!  
Your number minus the Pitcher's number = your base.  
Move marker to that base.
- Make a sentence comparing two or more things in the room. Go back to step 1.
- When you get around the bases back to home, wins!

PITCHER

- Close your eyes and touch the number pad.  
Open your eyes and compare the number you are touching.
- Touched lower number = Batter is out!
- Your turn to bat - move your marker to home plate and go to step 1. Be the batter.

NUMBER PAD

1	2
3	1
1	2
2	1



NUMBER PAD

1	2
3	1
1	2
2	1

Who is a good pitcher?

Read about the baseball players below.  
Ask your partner to compare the players.

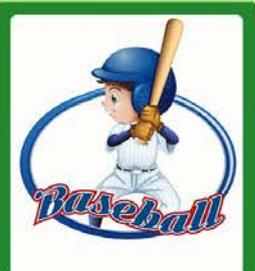
Melissa is a good pitcher.  
She is faster than Hinson



**MELISSA COOMBES**  
 Hit / Game 9  
 Pitch Speed (kph) 80  
 Running (ft/sec) 25



**LISA FERNANDEZ**  
 Hit / Game 8  
 Pitch Speed (kph) 85  
 Running (ft/sec) 30



**DOTTIE HINSON**  
 Hit / Game 5  
 Pitch Speed (kph) 75  
 Running (ft/sec) 40





**LEVEL 1**  
**LESSON 32**  
**WELCOME TO THE**  
**TREEHOUSE!**

<b>Topics</b>  Requesting help or information Talking about technology	<b>Prepare Before Class</b>  Objects to use in class: book, notebook, pencil or pen
<b>Learning Strategy</b>  Monitor	<b>Goals</b>  Grammar: Direct and indirect objects; interjections Speaking: Indirect objects Pronunciation: Interjections

**Day 1**

***Introduce the Lesson Topic***

Say, “Today, we will see the first part of Anna’s new children’s show. What do you think it will be like?” Give students a chance to answer. Continue, “Do you think Anna will have any problems with her new show?” Let students offer ideas on possible problems.

Ask students, “When you are speaking, do you ever notice a problem? For example, imagine you are talking and the other person is listening, but they do not seem to understand. What do you do when that happens?” Give students a chance to respond briefly.

List responses on the board. Responses may include:

- Repeat what you said
- Speak more clearly
- Find out the problem by asking a question

Continue: “We call this monitoring, or being aware of how we are doing something. In this lesson, we will learn about things that you can do to notice and fix any problems when you are using English.”

## ***Teach Key Words***

Have students listen to the Speaking Practice video and say the new words for this lesson or repeat them after you. Pause the video when the meaning is shown and make sure all students understand the meaning.

Do not teach the Speaking Practice part (second part of the video) until tomorrow.

## ***Present the Conversation***

Tell students that the video will show Anna's new children's show. Play the video or ask a few students to read the conversation. Tell students to respond when there are pauses in the video.

### Main Video Script – Lesson 32

#### 1. Listen:

Oh well. I can fix that later.

#### Speak:

Oh well. I can \_\_\_\_ later. (fix that)

#### 2. Listen:

That is a good place to learn how to ski.

#### Speak:

But it cannot \_\_\_us about baseball! (teach)

## Day 2

## ***Speaking Practice***

Tell students that they are going to learn about indirect and direct objects. An object is a person or thing in a sentence that receives the action of the verb.

Give a student at the front of the class an object, such as a book, notebook, pencil or pen.

Say, for example, "I gave the book to [student name]." Write this sentence on the board. Tell students that the sentence has two objects. Circle the words "the book" and say it is the direct object. Then circle the words "to [student name]" and say it is the indirect object.

Tell students they will now learn more about these things. The Speaking Practice video teaches about indirect and direct objects. You will find the script on the following page.

## Speaking Practice Script – Lesson 32

1. A **DIRECT OBJECT** is a noun, pronoun or noun phrase that names the person or thing that receives the action of a verb.

For example, MINDY says, “Anna, do not forget me.” In this example, “me” is the direct object because it is receiving the action of the verb “forget.”

An **INDIRECT OBJECT** is a noun, pronoun or noun phrase that occurs in addition to a direct object after some verbs. It names the person or thing that the action is done for or to.

The indirect object comes before the direct object with many verbs. With some verbs, the indirect objects must follow the direct object with a preposition between the two.

The preposition is usually “to” or “for.” For example, MINDY says, “Layla asks us this question.” In this example, “us” is the indirect object and “this question” is the direct object. The meaning of this sentence is, “Layla asks this question to us.”

2. When the indirect object comes after the direct object, we use a preposition, usually “to” or “for.” Notice the preposition “to” appears before the direct object “us.”

Anna: “MINDY, what is our first question?”

MINDY: Layla asks us this question.

Layla: Hello, Anna! Hello, MINDY! I’d like to know -- how do you play baseball?

Anna: MINDY, we need to find her an answer.

Anna’s sentence, “We need to find her an answer” also has direct and indirect objects. It means, “We need to find an answer for her.”

Now, you try it. Change the next sentence so that the indirect object comes before the direct object.

Listen:

Throw the baseball to me.

Speak:

Throw \_\_\_ the baseball. (me)

Write these sentences on the board: “Throw the baseball to me. Throw me the baseball.”

Tell students that, in English, we can say things in both ways, but the second is more common. Write “indirect object” and “direct object” on the board and make sure students know which is which in both sentences.

Say, “Now, let’s practice some more.” Put students into pairs. Write these sentences on the board:

The man sold his bike to me.  
She gave a flower to her mother.  
I made a special dish for my teacher.  
Please read my story to the class.

Say, “Work with your partner. First, find the indirect objects and direct objects. Then, move the indirect objects before the direct objects to make new sentences.”

## ***Pronunciation Practice***

The Pronunciation Practice video teaches about interjections. Here is the script.

### **Pronunciation Practice Video Script – Lesson 32**

Interjections are spoken words, phrases or sounds that we use to quickly show feelings. For instance, a short, quick way to say, “I am disappointed” is “Aw, man.”

Anna’s coworker uses this interjection when he finds out he has to wait one week to see the second part of the children’s show.

Coworker: Aw man! Will the shark eat her?

Now, you try it. Anna is coming to visit your city. You are very excited. Use an interjection to show your excitement.

Speak:

\_\_\_ - \_\_\_ that’s awesome! (Woo-hoo)

## ***Learning Strategy***

Ask students, “What is Anna trying to do on her children’s show?” Take responses from several students and write them on the board. Answers may include: respond to a child’s question, learn about baseball, test her new computer, or travel to new places.

Say, “How does Anna know there is a problem?” Take some answers from students. Continue, “Anna is on a snowy mountain, not on a baseball field. She only has to look around to see. This is what we call ‘monitoring’ and we can do this when we are using English.”

Explain that interjections are one way to show you are monitoring problems: “For example, when you say ‘oops,’ you are showing that you know you made a mistake.”

Say “Let’s practice using monitoring with the Activity Sheet.”

## ***Activity Sheet***

Before starting the activity, review the meanings of the interjections with students or make sure they have copies of the Key Words page so they can read the meanings themselves.

There are two separate Activity Sheets: Student A and Student B.

Ask students to find a partner or put them into pairs. In each pair, one student should have the Student A sheet and the other student should have the Student B sheet.

Explain to students how to do the activity and then ask them to work with their partners.

As students practice, remind them that finding problems is a way of monitoring.

When students have finished, have several students show their conversations and talk about any questions that have come up.

Say, “You can use the strategy monitor to help you learn English and other subjects. For example, in math class, you can listen and think, ‘Am I understanding this?’ If you do not understand then choose a way to fix the problem. What can you do? Ask a question; look for the answer in the book; or read again.”

## ***Listening Quiz***

Give each student a paper copy of the listening quiz. Play each question's video and pause for students to answer. Ask students to choose the correct answer.

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

1. Anna says, "Hello! Today is a big day. My first children's show is on television! Woo-hoo! I'm excited and nervous."
2. Ms. Weaver says, "Some people are going to watch your children's show. After they watch it, they'll tell me what they liked, and what they didn't like."
3. Anna's coworker says, "What is the show about?"
4. Anna says, "But this children's show is different. I hope."
5. Anna says, "Hello, I'm Anna! Welcome to "The Time Traveling Treehouse!" This is not a usual treehouse. It can time travel! That is why it's called "The Time Traveling Treehouse."
6. Anna says, "That means we can travel to many places and learn many things. Kids from all over the world ask us questions. We find them answers!"
7. Layla says, "Hello, Anna! Hello, MINDY! I'd like to know -- how do you play baseball?"
8. Anna says, "MINDY, now I am on a snowy mountain!" MINDY says, "That is a good place to learn how to ski." Anna says, "Yes, MINDY, but it cannot teach us about baseball! And I don't know how to ski!"
9. MINDY says, "Anna, please wait. I need to fix my navigation device."
10. Anna's coworker says, "Aw, man! Will the shark eat her?"

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

## ***Writing***

Discuss the 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 topics on the board:

(Option 1) What do you think of Anna's new show? How is it different from other children's shows that you have seen? Tell us about your opinion of Anna's show and suggest other questions for Anna to answer.

(Option 2) With a partner, think about a new children's show. What is the show about? Who is on the show? What kinds of things do the people do? Write a paragraph or two about the show.

### Conversation

- Anna: Hello! Today is a big day. My first children's show is on television! Woo-hoo! I'm excited and nervous.
- Ms. Weaver: Hello, Anna.
- Anna: Hello, Ms. Weaver!
- Ms. Weaver: Some people are going to watch your children's show. After they watch it, they'll tell me what they liked, and what they didn't like.
- Anna: Oh, dear.
- Ms. Weaver: They're in the conference room.
- Anna: Hello, everyone. I'm Anna, and thanks for coming!
- Coworker 2: What is the show about?
- Anna: It's a children's show.
- Coworker 1: But we are not children!
- Anna: But this children's show is different. I hope.
- Coworker 3: I don't really like children's shows.
- Anna: Shhh, please. The show is starting!
- Anna: Oh, hi! Just give me one minute ....oops! Oh well. I can fix that later.
- Anna: Hello, I'm Anna! Welcome to "The Time Traveling Treehouse!" This is not a usual treehouse. It can time travel! That is why it's called "The Time Traveling Treehouse."
- MINDY: Anna, do not forget me.
- Anna: Of course not! This is my partner, MINDY!
- MINDY: My name means Massive Information Navigation Device, for You!
- Anna: That means we can travel to many places and learn many things. Kids from all over the world ask us questions. We find them answers!
- MINDY: Woo-hoo! That is right, Anna.
- Anna: MINDY, what is our first question?
- MINDY: Layla asks us this question.
- Layla: Hello, Anna! Hello, MINDY! I'd like to know -- how do you play baseball?
- Anna: That is a great question! MINDY, we need to find her an answer!
- MINDY: I know that we can find it, Anna!
- Anna: Where am I now? MINDY, now I am on a snowy mountain!
- MINDY: That is a good place to learn how to ski.
- Anna: Yes, MINDY, but it cannot teach us about baseball! And I don't know how to ski!
- MINDY: Sorry, Anna. Let's try again.
- Anna: Where I am now!? MINDY, I am in the ocean! An ocean cannot teach us about baseball!

MINDY: Please don't yell, Anna. The ocean can teach us about surfing.  
Anna: Yes, MINDY, it can teach us about surfing ... and sharks! Ahhh!  
MINDY: Anna, please wait. I need to fix my navigation device  
Anna: MINDY, please fix it faster. And get me out of here ... now!  
Announcer: Whoa! Is Anna going to be lost forever? Next week, you can watch part two of "The Time Traveling Treehouse!"  
Coworker 1: Aw, man! Will the shark eat her?  
Coworker 2: Will Anna find the answer?  
Coworker 3: Please tell me the ending!  
Anna: So, you liked it?  
Coworkers: Yes!  
Anna: Well, you can watch the ending next week!  
Coworkers: Noooooo!  
Anna: Don't forget to watch next week!

## Key Words

### INTERJECTIONS

**aw** - *interjection*. used to express mild disappointment or sympathy

**man** - *interjection*. used to express frustration

**oops** - *interjection*. used to express surprise or distress or to say in a mild way that you are sorry about having done or said something wrong

**shhh** - *interjection*. used to tell someone to be quiet

**whoa** - *interjection*. used to tell someone to slow down or stop and think about something

**woo-hoo** - *interjection*. used to express excitement

### GENERAL VOCABULARY

**answer** - *n.* something you say or write when someone asks you a question

**ask** - *v.* to say or write something to someone as a way of gaining information

**device** - *n.* an object, machine, or piece of equipment that has been made for some special purpose

**ending** - *n.* the final part of something

**fix** - *v.* to make (something) whole or able to work properly again or to repair (something)

**information** - *n.* knowledge that you get about someone or something such as facts or details about a subject

**massive** - *adj.* very large and heavy

**mountain** - *n.* an area of land that rises very high above the land around it and that is higher than a hill

**navigation** - *n.* the act, activity, or process of finding the way to get to a place when you are traveling in a ship, airplane or car

**partner** - *n.* one of two or more people or businesses that work together or do business together

**shark** - *n.* a large and often dangerous sea fish with very sharp teeth

**ski** - *v.* to move or glide on a pair of long narrow pieces of wood over snow or water

**surf** - *v.* to ride on ocean waves using a special board (called a surfboard)

**travel** - *v.* to go to a place that is far away

**treehouse** - *n.* a small house that is built among the branches of a tree for children to play in

## Quiz - Level 1, Lesson 32 - Welcome to the Treehouse!

1. What does Anna say about today?

- a. She is sad about a show on television.
- b. Anna says, "I'm excited and nervous."
- c. She does not want to be on television.
- d. Anna says, "There will be children at work."

2. What does Ms. Weaver say to Anna?

- a. Some people will tell their children about Anna's show.
- b. The people will watch the show and tell Ms. Weaver how they like it.
- c. Some people will tell Ms. Weaver which shows they like to watch.
- d. The people will make a new show with Anna.

3. What does Anna's coworker ask?

- a. Will I like the show?
- b. What is the show about?
- c. Can we watch the show?
- d. When will the show come out?

4. What does Anna say about the show?

- a. The show will give them hope.
- b. They will like the show.
- c. The children like the show.
- d. The show is different.

5. What is different about Anna's treehouse?

- a. The treehouse can travel to another time.
- b. It is just a usual treehouse.
- c. The treehouse is from a long time ago.
- d. It is from a different time.

6. What is one purpose of the show?

- a. To travel the world and ask questions
- b. To take children to another time
- c. To answer questions for children
- d. To teach children about computers

7. What does Layla want?

- a. Layla wants to know how to play baseball.
- b. She wants to travel with Anna.
- c. Layla wants to know how MINDY works.
- d. She wants to find the treehouse on a map.

8. What strategy is Anna using in this clip?

- a. Self-talk
- b. Monitoring
- c. Predicting
- d. Summarizing

9. MINDY has a problem. What is it?

- a. She needs to fix her navigation device.
- b. MINDY does not like baseball.
- c. She cannot go in the ocean.
- d. MINDY is afraid of sharks.

10. Why does Anna's coworker say, "Aw, man?"

- a. He did not like the show.
- b. The man does not understand the show.
- c. He has to wait a week for the next show.
- d. The man found a mistake on the show.

STEP 1

Draw a line to match each picture with the correct interjection to use in that situation. Next, ask a partner to help identify the problem in each picture. Then help them identify the problems and reasons in their pictures. Together, write the best way to ask for help or respond to all of the situations.

STUDENT A



1 aw

2 woo-hoo

3 oops

4 shhh

5 whoa

What's the problem here?

What should we say?



People are being loud in the library.

"Shhh! Can you please be quiet?"



The problem (Ask your partner)

How to respond or ask for help

1		
2		
3		
4	People are being loud in the library.	Shh! Can you please be quiet?
5		

STEP 1

Draw a line to match each picture with the correct interjection to use in that situation. Next, ask a partner to help identify the problem in each picture. Then help them identify the problems and reasons in their pictures. Together, write the best way to ask for help or respond to all of the situations.

STUDENT B



1 aw

2 woo-hoo

3 oops

4 shhh

5 whoa

What's the problem here?

What should we say?



The problem (Ask your partner)

They are talking during a movie.

"Shhh! Can you please be quiet?"



How to respond or ask for help

1		
2		
3		
4	People are talking during a movie.	Shh! Can you please be quiet?
5		



**LEVEL 1**  
**LESSON 33**  
**LEARNING**  
**AMERICA'S SPORT**

<b>Topics</b>  Complimenting someone's ability  Explaining how to play a sport or activity	<b>Prepare Before Class</b>  Coffee cup and an empty cardboard box to show 'pack' on Day 3
<b>Learning Strategy</b>  Sequence	<b>Goals</b>  Grammar: Agent nouns Speaking: Agent nouns Pronunciation: American pronunciation of -er endings

**Day 1**

***Introduce the Lesson Topic***

Ask students, "Do you remember last week's lesson? Anna was in the ocean. What did she want to learn?" Give students a chance to answer. Possible answers include 'how to play baseball' and 'where can she learn about baseball?'

Say "Today, Anna is going to explain how to play baseball. Did you ever try to explain how to do something? What do you need to say?" Give students time to respond. Answers may include the order of steps and rules of a game, or the order of something else.

Continue, "You are right! You need to say how to do something in steps. For example, maybe I want to tell you how to find this classroom. First, I start at the front door of the school. Then I tell you which way to turn and how far to walk. That is a sequence. Sequence means thinking about how one event or action follows another."

Tell students that by the end of the lesson, they will learn more about using a sequence. They will also learn about a special kind of noun called an "agent noun."

## Teach Key Words

Have students listen to the Speaking Practice video and say the new words for this lesson or repeat them after you. Pause the video when the meaning is shown and make sure all students understand the meaning.

After the key words, the Speaking Practice video teaches about agent nouns.

### Speaking Practice Script – Lesson 33

#### 1. Agent Nouns

Agent nouns are nouns that indicate someone or something that performs the action of a verb. Usually, they end in -er.

For example, Anna says, “These baseball players are playing baseball.”

In this example, “are playing” is the verb “to play,” and the players are the people, or nouns, doing the action of playing baseball.

So this means, “the players” are the agent noun in this sentence.

Anna: Each team has many players. Pitchers pitch the ball. Catchers catch the ball. Batters bat the ball. Runners run the bases. Fielders field the ball.

Now, you try it.

Listen:  
Runners run the bases!

Speak:  
\_\_\_ run the bases! (Runners)

### Day 2

## Present the Conversation

Tell students that the video will show Anna teaching about how to play baseball.

### Main Video Script – Lesson 33

1. Listen:  
I can teach children about baseball here.

Speak:  
I can teach children \_\_\_ \_\_\_ here. (about baseball)

2. Listen:  
Each team has many players.

Speak:  
Each team has many \_\_\_.

## ***Pronunciation Practice***

The Pronunciation Practice video teaches about how to say the -er ending in agent nouns. Here is the script.

### **Pronunciation Practice Video Script – Lesson 33**

In some dialects of English, an -er at the end of a word is pronounced like: /əɾ/. In American English, it is pronounced: /ər/.

When you make an agent noun, you change the verb, usually by adding -er to the ending.

For example, to make the verb :”to play” an agent noun, you take the word “play” and add an -er to make the word “player.”

Now, you try it.

Listen:

The batter bats the ball. The runner runs to first base.

Speak:

The \_\_\_ bats the ball. Then the \_\_\_ runs to first base. (batter, runner)

## ***Learning Strategy***

Begin, “Earlier in the lesson, you learned that sequence means thinking about how one event or action follows another.”

Play the part of the video where Anna gives the steps of playing baseball. Anna says, “First, the pitcher pitches the ball to the batter. The batter bats the ball. Then, the runner runs to first base.”

Say, “Anna is telling us the sequence, or order of the actions, in the game. One way to know that you are hearing the order of actions is to listen for some words. For example, Anna says ‘first’ to begin the sequence. She uses the word ‘then’ to talk about later actions. We can also use word ‘next’ to talk about actions that follow each other.”

Continue, “Now, let’s practice using the strategy sequence.”

## ***Activity Sheet***

Be sure that the students know the words in the boxes on the right and left sides of the

Activity Sheet. Have two students come to the front of the room to say the examples at the top of the sheet. They may use a cup and an empty box to help show the actions as below:

Student A: First, the buyer buys something. (*Hold up a cup*)

Student B: Next, the packer boxes the order. (*Put the cup in a box*)

Student A: Then, the mail carrier delivers it. (*Hand the box to another student*)

Thank the students and tell them to return to their seats. Say, “Let’s practice sequencing and agent nouns with the Activity Sheet.” Ask students to find a partner and work on the Activity Sheet together.

After they have completed the second part, ask the pairs to share the sequences they wrote.

### ***Giving Compliments***

Say, “In the last lesson, MINDY took Anna to the wrong place. What happened in this lesson?” Give students the chance to respond. Then say MINDY finally took Anna to the right place to learn about baseball.

Ask, “What did Anna say to MINDY when she arrived at the baseball field?” Let students respond (Anna: MINDY, MINDY, it took you a long time. But you did it!)

Tell them Anna is giving MINDY a compliment. Write the word “compliment” on the board and explain that it means to give praise to someone about something they said or did.

Ask, “Can you find another time when someone in the video gives a compliment?” Play this part of the video, or tell students where to find the answers in the script:

MINDY: Good job! That was fast.

Coworker 3: Good job Anna. You know, I still don’t like children’s shows, but I like this children’s show.

Coworker 2: I liked the time travel.

Ask students to walk around the class and find a partner. Tell them to ask their partner about someone they recently gave a compliment to. Write on the board:

Who was the person? What did they do well? What compliment did you give them?

Then, ask a few students to share their partners’ stories with the class. Use compliments to thank these students for sharing.

## ***Listening Quiz***

Give each student a paper copy of the listening quiz. Play each question's video and pause for students to answer. Ask students to choose the correct answer.

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

1. The announcer says "She (Anna) wants to learn about baseball."
2. Anna says, "I'm at a playground with a baseball field...MINDY, MINDY, it took you a long time. But you did it!"
3. Anna says, "This is a baseball field. This is a pitcher's mound...this is first base" and continues to teach about the game.
4. Anna says: "Batters bat the ball." The batter is the person who hits the ball.
5. Anna is using the strategy Sequence. In sequencing, you learn about how one action follows another.
6. The man said, "Time travel is not real. You are so silly, Anna."

## ***Writing***

Discuss the 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:

Do you work with or play on a team? Did you work with or play on a team in the past? What kind of team? What are the steps to the game? Write the order of steps for how to play the game.

Give students time to write. Then, ask a few students to share what they wrote.

### Conversation

- Coworker 2: It is time for part two of the children's show!
- Coworker 1: It's time! It's time! I can't wait!
- Coworker 3: Shh! I can't hear it!
- Announcer: Last time on "The Time Traveling Treehouse," Anna was lost, really lost. She wants to learn about baseball. But her computer, MINDY, sent her to many wrong places.
- Anna: MINDY! Help me! I am in the ocean with a shark!
- MINDY: I will try one more time, Anna.
- Anna: Please try harder, MINDY!
- Anna: Now, where am I? I am at a playground with a baseball field! Yes! I can teach children about baseball here! MINDY, MINDY, it took you a long time. But you did it!
- MINDY: Thanks, Anna. Give me a call when you find the answer.
- Anna: Okay. Come with me. Let's learn how to play baseball! This is a baseball field. This is a pitcher's mound. This is first base! This is second base! This is third base! This is home plate!
- Anna: To play baseball, you really only need a bat, a ball and a glove. Each team has many players.  
Pitchers pitch the ball. Catchers catch the ball. Batters bat the ball.  
Runners run the bases! Fielders field the ball.
- Anna: First, the pitcher pitches the ball to the batter. The batter bats the ball. Then, the runner runs to first base.
- Anna: Each time a batter bats, the runners run around the bases. Each time a runner runs across home plate, they score a run! There are nine innings in a game. The team with the most runs at the end of nine innings wins the game!
- Anna: MINDY, MINDY, we found the answer! It's time to return to the treehouse.
- MINDY: Good job! That was fast.
- Coworker 3: Good job Anna. You know, I still don't like children's shows, but I like this children's show.
- Coworker 2: I liked the time travel.
- Coworker 1: But time travel is not real. You're so silly, Anna.
- Anna: Yeah, time travel is so silly. Thanks, goodbye. Bye, thank you.
- Anna: Hello, MINDY? Are you there?
- MINDY: Hello, Anna.
- Anna: MINDY, I want to go to China! Until next time ...

## Key Words

**bat** – *v.* to hit (something, such as a ball) with a bat or club

**batter** – *n.* baseball. a player who is trying to hit the ball

**catcher** – *n.* baseball. the player who plays behind home plate and catches the pitches thrown by the pitcher

**catch** – *v.* to use your hands to stop and hold (an object that is moving through the air)

**field** – *v.* baseball or cricket. to catch or stop and throw a ball

**fielder** – *n.* baseball or cricket. a player who is in the field while the opposing team is batting

**glove** – *n.* baseball. a padded leather covering for the hand that is used to catch the ball and that has individual thumb and finger sections

**harder** – *adj.* (try harder) working or doing something with more energy

**inning** – *n.* baseball. one of the usually nine parts of a game in which each team bats until three outs are made

**mound** – *n.* the slightly raised area of ground on which a baseball pitcher stands

**out\*** – *adv.* baseball. no longer batting or on a base because of a play made by the other team

**pitch** – *v.* baseball. to throw a baseball to a batter

**pitcher** – *n.* baseball. the player who throws the ball to the batter in baseball

**player** – *n.* a person who plays a sport or game

**runner** – *n.* baseball. a player who is on base or is trying to reach a base

*\* This word is not in the conversation but may be used for explaining of the game of baseball*

## Quiz - Level 1, Lesson 33 - Learning America's Sport

Listen. Circle the letter of the correct answer.

1. What does Anna want?

- a. To learn to use a computer
- b. To learn how to travel
- c. To learn about MINDY
- d. To learn about baseball

4. Which baseball player hits the ball?

- a. Catchers
- b. Runners
- c. Pitchers
- d. Batters

2. What did MINDY do?

- a. Taught Anna to ask questions
- b. Made another mistake
- c. Found the baseball field
- a. Called Anna to find the answer

5. What strategy is Anna using in this video?

- a. Monitoring
- a. Predicting
- a. Sequencing
- a. Self-talk

3. What is Anna doing?

- a. Finding out what you know about baseball
- b. Teaching you about the game of baseball
- c. Talking about how much she loves baseball
- d. Explaining that it is hard to learn baseball

6. What does the man say to Anna?

- a. He hates to travel.
- b. Time travel is so silly.
- c. Her show is really old.
- d. Time travel is not real.

STEP 1

Change all of the verbs on the left onto their agent noun forms and match each with the correct steps in the sequences below. Write them into the sentences. Then change the verbs to the right into the correct form and use them to complete the sentences.

Verbs to change into agent nouns

- PACK -
- SHOP
- BUILD
- BAG
- CARRY
- BUY -
- CHECK
- OWN
- DESIGN



First, the buyer orders something.



Next the packer boxes the order.



Then the mail carrier delivers it.



First, the \_\_\_\_\_ their food.



Next the \_\_\_\_\_ the prices.



Then the \_\_\_\_\_ the bags.



First, the \_\_\_\_\_ the land.



Next the \_\_\_\_\_ the plans.



Then the \_\_\_\_\_ the building.

Verbs to use in example sentences

- SCAN
- ORDER -
- BUY
- DELIVER
- FILL
- MAKE
- CHOOSE
- BUILD
- BOX -

STEP 2

Now with a partner, use the blank boxes to draw a new sequence. Together, write sentences to explain what happens in each step. Use any verbs and agent nouns you want.

First, the pitcher throws the ball.



Blank box for drawing and writing the first step.

Blank box for drawing and writing the second step.

Blank box for drawing and writing the third step.

Then the hitter hits it!





**LEVEL 1**  
**LESSON 34**  
**WHAT WILL I DO?**

<b>Topics</b>  Life events  American customs	<b>Prepare Before Class</b>  Coins or small tokens 'My Life in Five Years' activity sheet
<b>Learning Strategy</b>  Make your best guess (Make an inference)	<b>Goals</b>  Grammar: modals "might" and "will"  Speaking: the future; expressing probability & possibility  Pronunciation: Stress on the words "might" and "will"

**Day 1**

***Introduce the Lesson***

Say, "Today we will learn how to talk about the future. All of you probably have plans about what you would like to do in the future."

Continue, "Sometimes, we do not know what will happen in the future. So, we say that something is possible. It could happen or it could not happen."

Say, "Whether something will happen in the future or is possible in the future, English speakers use certain kinds of verbs. These verbs are called modals."

***Teach Key Words***

Have students listen to the Speaking Practice video and say the new words for this lesson or repeat them after you.

## Speaking Practice

After the key words, the video teaches how to talk about the future. English speakers use the modal verbs 'will' and 'might' to talk about the future.

### Speaking Practice Script – Lesson 34

1. In this lesson, Anna talks about the future in two ways.

She uses the modal verb “will” and the modal verb “might.”

“Will shows that the person plans for the event to happen. For example, Rebecca plans to graduate in one year.

Anna: Okay. Wait. You are thinking ... you will graduate from college in about one year.

Rebecca: Well, yeah. That’s the plan. I told you, I’m a junior in college.

2. “Might” shows that the person thinks it is possible that the event will happen, but it is also possible that the event will NOT happen.

For example, Anna makes a guess that Rebecca might get a job writing the news.

Anna: Right. Um, wait. There’s more. You are thinking... you might get a job writing the news.

Rebecca: I MIGHT get a job writing the news? I MIGHT?! That means I might not. And I’m studying really hard.

Rebecca is angry because she plans to get a job writing the news.

Now you try it.

Listen:

Will you watch next week’s Learning English lesson?

Speak:

I \_\_\_\_\_ watch next week’s Learning English lesson. (might)

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

Tell students that the video will show Anna planning to go to a Halloween party. Say, “At Halloween parties, people wear costumes and pretend to be someone else.”

Play the video or ask a few students to read the conversation.

Tell students to respond when there are pauses in the video.

#### Main Video Script – Lesson 34

Listen:  
There’s a Halloween party tonight. Are you going?

Speak:  
I \_\_\_\_\_ go. I might \_\_\_\_\_ go. (might, not)

Listen:  
What do you study?

Speak:  
I study \_\_\_\_\_. (English)

### ***Learning Strategy***

Tell students that in today’s lesson, they will learn to make their best guess.

Give an example. Say, “For example, in the video, a young woman says that she is a student. Anna tells her that she will graduate soon. Anna is making her best guess based on what she knows about the young woman.”

Tell students they are going to practice some more.

### ***Activity***

Hand out the activity sheet at the end of the Resources section. (Page 11)

Ask students to form pairs. Tell students, “You should talk with your partner and make your best guesses about what they will do in the next five years.”

Ask students to write at least three sentences about their partner.

If time remains in class, select a few students to talk about what they wrote.

## Pronunciation Practice

The Pronunciation Practice video teaches how English speakers use ‘might’ and ‘will’ when they have strong feelings.

### Pronunciation Practice Video Script – Lesson 34

1. The word “might” is a modal verb. Modals help us talk about necessity or possibility.

A modal verb shows how a speaker feels about an action or event. Usually the modal verb does not get any special stress, or loudness in the sentence.

However, when the speakers has a strong positive or negative feeling, they say the modal louder.

2. For example, when Anna said the modal “might”, she did not use any stress. But when Rebecca said the modal “might,” she gives it a special stress. This shows she has strong feelings.

Anna: Right. Um, wait. There’s more... You are thinking... you might get a job writing the news.

Rebecca: I MIGHT get a job writing the news? I MIGHT?! That means I might not. And I’m studying really hard.

3. Now you try it.

Listen:

Will you talk to an English speaker this week?

Speak:

I \_\_\_\_\_ talk to an English speaker this week. (will/might)

4. Now use stress to show a strong feeling with either “will” or “might”

Listen:

Will your English be perfect by next month?

Speak:

My English \_\_\_\_\_ be perfect by next month. (will/might)

## Career Game

Give students the Activity Sheet. Ask students to form groups. Tell the class: “Now we are going to play the career game. A career is a job you have for a long time.

We are going to practice using the modals ‘might’ and ‘will.’” Explain the game to students. Remind students to think about saying the words ‘might’ and ‘will’ as if they had strong

feelings – just like in the video.

Walk around the class and help students play the game. If time remains in class, students can change groups and play the game again.

## Day 4

### ***Listening Quiz***

Give each student a paper copy of the listening quiz. Play each question's video and pause for students to answer. Ask students to choose the correct answer.

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

1. Anna says, "Halloween is very popular in the United States. Children trick-or-treat. They ask people for candy. Children and adults wear costumes and go to parties!"
2. Anna needs a costume for the party tonight. She says to Genie, "I might go. I might not go. I don't have a costume. Can you help me?"
3. Genie says, "Anna, be careful. Things might go wrong." To "go wrong" is an expression. It means to have a bad result.
4. Anna says, "Okay. Wait. You are thinking ... you will graduate from college in about one year."
5. After the woman questions Anna about her mind reading, Anna says, "Uh, no, you will! You WILL get a job writing the news."
6. The man says, "Well, today, I will ask my girlfriend to marry me."
7. Anna says, "Wait. Wait, you are thinking ... you might have a wedding very soon!"
8. Anna says to Genie, "I'm a rock star! You read my mind!"

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

### ***Writing***

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 do you think about your future?

Where might you live and work in five years?

What might happen in your life?

After writing, give student the chance to share what they have written by posting it on the classroom wall or reading it aloud.

### **Conversation**

- Anna: Hello! Halloween is very popular in the United States.
- Anna: Children trick-or-treat. They ask people for candy. Children and adults wear costumes and go to parties!
- Anna: In fact, there is a Halloween party tonight. I need my friend, Genie. Genie!
- Anna: Hi!
- Genie: Hi, Anna! What do you need?
- Anna: Tonight, there is a Halloween party.
- Genie: I love Halloween! Are you going?
- Anna: I might go. I might not go. I don't have a costume. Can you help me?
- Genie: Dress as a genie!
- Anna: Great idea! I can do a genie trick like read minds!
- Genie: Anna, be careful. Things might go wrong.
- Anna: What can go wrong?
- Genie: Okay.
- Anna: Hey, look! I'm a genie! This is going to be fun!
- Genie: Remember, Anna. Be careful!
- Anna: Don't worry, Genie! I will!
- Rebecca: Excuse me, are you really a mind reader?
- Anna: I might be.
- Rebecca: Okay, tell me what I am thinking.
- Anna: Sure! First, what do you do?
- Rebecca: I study. I'm a junior in college.
- Anna: What do you study?
- Rebecca: I study journalism.
- Anna: Okay. Wait. You are thinking ... you will graduate from college in about one year.
- Rebecca: Well, yeah. That's the plan. I told you, I'm a junior in college.
- Anna: Right, um, wait. There's more. You are thinking ... you might get a job writing the news.
- Rebecca: I MIGHT get a job writing the news? I MIGHT! That means I might not. And I'm studying really hard.
- Anna: No, no, no, no. Uh, no, you will! You WILL get a job writing the news.
- Rebecca: I will?
- Anna: You will.
- Rebecca: I will. I think.
- Anna: 'Bye. Happy to help!
- Kaveh: Can you really read minds?
- Anna: I might.

Kaveh: Well, today, I will ask my girlfriend to marry me. What am I thinking?  
Anna: Wait. Wait, you are thinking ... you might have a wedding very soon!  
Kaveh: Might? MIGHT? She won't say "no," will she?  
Anna: No, no! She WILL say "yes!"  
Kaveh: I will have a wedding, won't I?  
Anna: You will. You will!  
Kaveh: Thanks. I think.  
Anna: Good luck!  
Anna: This is hard. Genie! Genie!  
Genie: Anna, what's wrong?  
Anna: I don't want to be a genie for Halloween. I might not go to the party.  
Genie: Of course you will go. I have another costume for you!  
Anna: I'm a rock star! You read my mind!  
Genie: No. You told me you like rock music.  
Anna: Oh, right. Well, I love it!  
Genie: Have fun, Anna!  
Anna: Thanks, Genie!!  
Anna: I am ready for the Halloween party! But I am not going to read minds. I might play some rock music! Or I might not. Until next time ...

## Key Words

**candy** - *n.* a sweet food made with sugar or chocolate

**college** - *n.* school that offers courses leading to a degree (such as a bachelor's degree or an associate's degree)

**costume** - *n.* the clothes that are worn by someone (such as an actor) who is trying to look like a different person or thing

**dress** - *v.* to put clothes on (yourself or someone else)

**girlfriend** - *n.* a woman with whom someone is having a romantic relationship

**graduate** - *v.* to earn a degree or diploma from a school, college, or university

**Halloween** - *n.* the night of October 31 when children dress up as ghosts, witches or monsters, and go to houses to ask for candy

**journalism** - *n.* the activity or job of collecting, writing, and editing news stories for newspapers, magazines, television, or radio

**junior** - *n.* US: a student in the third of four years in a high school or college

**marry** - *v.* to become the husband or wife of (someone) or to become joined with (someone) in marriage

**might** - *modal.* used to say that something is possible

**mind** - *n.* the part of a person that thinks, reasons, feels, and remembers

**rock star** - *n.* a person who plays a kind of popular music with a strong beat that is played on instruments that are made louder electronically

**think** - *v.* to form or have (a particular thought) in your mind

**trick** - *n.* something that causes confusion or that makes something seem different from what it actually is

**trick-or-treat** - *expression.* a custom on Halloween in which children knock on people's doors and say "trick or treat" when the doors are opened to ask for candy

**wedding** - *n.* a ceremony at which two people are married to each other

# Quiz - Level 1, Lesson 34 - What Will I Do?

Listen. Circle the letter of the correct answer.

1. What does Anna say about Halloween?

- a. Adults and children wear costumes.
- b. Children trick-or-treat: they ask for candy.
- c. Halloween is very popular in the United States.
- d. Anna says all of these things about Halloween.

2. What does Anna need for tonight?

- a. A friend to go to the party with.
- b. A costume to wear to the party.
- c. A genie to create a party.
- d. A way to go to the party.

3. What does Genie say might happen?

- a. Anna's costume might look wrong.
- b. Genie might not have special powers.
- c. The costume might have bad results.
- d. Genie might not find the right dress.

4. What does Anna say that the woman is thinking?

- a. She will study at a new college in about one year.
- b. In about one year, she will graduate from college.
- c. She will meet a journalist in about one year.
- d. In about one year, she will study journalism.

5. What does Anna say to the woman?

- a. The woman might not get the right job.
- b. She might not get a job writing the news.
- c. The woman will get a job writing the news.
- d. She will study hard for a news job.

6. What does the man plan to do today?

- a. Tell Anna when his wedding will happen.
- b. Ask Anna for help about marriage.
- c. Tell his girlfriend that he will not marry her.
- d. Ask his girlfriend to marry him.

7. What does Anna tell the man?

- a. He might have a wedding very soon.
- b. His girlfriend will probably say no today.
- c. He might not ask his girlfriend to marry him.
- d. He will have a wedding, but not very soon.

8. What does Anna say to Genie?

- a. Genie loves rock music.
- b. This costume is better.
- c. Genie read Anna's mind.
- d. This costume rocks!

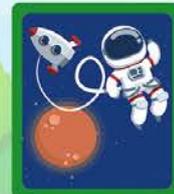
GAME INSTRUCTIONS

Together, you and up to three other friends place coins on the "Start" space. Take turns closing your eyes and touching the number pad below. The number you touch tells you how many spaces forward you move. Do what each space tells you to do. Then say at least one sentence about your future using the underlined phrase and the modals "might" and "will." Any player who passes a red space must stop moving and stay there until their next turn. Two players cannot have the same job. Any player who passes a green space should collect the salary from their job shown below. Write down how much money you collect or lose during the game. The winner is the player with the most money once all the players reach the space marked "Finish."

**JOBS THAT DO REQUIRE A DEGREE**



**TEACHER PAYDAY \$400**



**ASTRONAUT PAYDAY \$500**

1...2...  
"Start working!" Okay. "I might start working as a plumber."



**START**

**STUDY HARD**



(move ahead 2 spaces)

**START WORKING**

(Choose a job that does not require a degree. Stay here for your next turn. Then follow the arrows.)

**GO TO COLLEGE**



**FIND A PART-TIME JOB**

(Collect \$100)



**JOBS THAT DO NOT REQUIRE A DEGREE**



**WAITER PAYDAY \$200**



**PLUMBER PAYDAY \$300**

My turn!  
1...2...3...  
"Go to college." Sure. "I will go to college some day."



**PAYDAY**

(Do not pass this space. Stay here for your next turn.)

**PAYDAY**

\$

**TAKE A VACATION**



(If you have any money, pay \$50)

**BUY A CAR**

(Pay \$100)



**GET A JOB**

(Choose a job. Players that stopped at the "Go to college" space before can choose one that requires a degree.)

**QUIT SCHOOL**

(Choose a job that does not require a degree. Then move to the next PAYDAY space.)

**PAYDAY**

\$

**GET MARRIED**

(Pay \$200)



**PAYDAY**

\$

**LOSE MY JOB**

(Take away half your money. Follow the arrow. Pick a different job from the one you had before.)

**PAYDAY**

\$

**NUMBER PAD**

1	2	3	1	2
2	4	1	4	1

**BUY A HOUSE**

(Pay \$400)



**FINISH**

## STEP 1

Think about your life now and write a sentence after "This year."  
Then think about your life in five years and write a sentence  
using "might" or "will" after "Five years."

### POSSIBLE LIFE EVENTS

marry

graduate

get a job

retire

have a baby

go back to school

quit work

travel abroad

This year: \_\_\_\_\_

\_\_\_\_\_

Five years: \_\_\_\_\_

\_\_\_\_\_

## STEP 2

Talk with your partner.  
Ask your partner what they are doing now.  
Make your best guesses about what they will do in the next  
five years.  
Use the modal verbs "might" and "will."  
Write three sentences about your partner.

You will graduate and you might get a job in another country.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_





**LEVEL 1**  
**LESSON 35**  
**LET'S MAKE**  
**DINNER!**

<b>Topics</b> Foods Shopping Giving reasons for concern	<b>Prepare Before Class</b> Play foods Photos of foods Paper plates and cups
<b>Learning Strategy</b> Cooperate	<b>Goals</b> <b>Grammar:</b> partitives (measure words) with count and noncount nouns <b>Speaking:</b> using measure words, like “jar of” and “bag of.” <b>Pronunciation:</b> reduced form of the word “of” before measure words

**Day 1**

***Introduce the Lesson Topic***

Say, “Today we will learn about foods. We will learn about getting foods and planning meals with these foods.”

Ask students, “What kinds of foods do you like to eat?” Write down some of their answers on the board.

Tell students, “When people work together to cook food, they are cooperating. You can cooperate with people in many other ways. You can even cooperate to help your own language study.”

***Teach Key Words***

Have students listen to the Speaking Practice video and say the new words for this lesson or repeat them after you.

## Speaking Practice

After the key words, the video teaches about noncount nouns – nouns that are too small or too difficult to count. Examples include peanut butter and rice.

### Speaking Practice Script – Lesson 35

1. To talk about noncount nouns in English, we need to use another word, called a “measure word.”

In this lesson, you hear Anna and Marsha use measure words to talk about food.

Marsha: Let me see. You bought a bunch of bananas, a box of pancake mix, a bag of coffee ... Anna, this is all wrong!

2. Now you try it.

Use a measure word for these foods: peanut butter (jar) and bread (loaf)

Listen:

What did you buy?

Speak:

I bought a \_\_\_\_ of peanut butter and a \_\_\_\_ of bread. (jar, loaf)

### Day 2

## Present the Conversation

Tell students that the video will show Anna and Marsha planning a dinner party. Anna comes home from the store with some unusual foods for dinner.

Play the video or ask a few students to read the conversation.

Tell students to respond when there are pauses in the video.

### Main Video Script – Lesson 35

1. Listen

Yes, I will.

Speak:

Yes, \_\_\_\_\_. (I will)

2. Listen

No, I won't.

Speak:

No, \_\_\_\_\_. (I won't)

3. Listen:

This is all wrong!

Speak:

This is \_\_\_\_\_! (all wrong)

4. Listen:

What do you mean, wrong?

Speak:

What do you \_\_\_\_\_, wrong? (mean)

## ***Learning Strategy***

Tell students that in today's lesson, they will learn to cooperate.

Give an example. Say, "At the beginning of the lesson Anna says, 'Well, she is cooking. I am doing the shopping.'"

Say, "Anna and Marsha are working together to get ready for the party. In English, we call working together cooperating. You can use this strategy in learning, too. When you practice speaking English with a friend, you are cooperating."

### ***Activity 1***

Give students the first and third pages of the Activity Sheet. Pronounce the names of the foods on the third page and explain if students are not familiar with them. Ask students to form pairs.

Tell the class: "Practice the conversation shown on the sheet, but make sure that your partner uses the correct measure word for the food they ask about."

Say, "For example, if a student asks for a jar of tomatoes, the partner should cooperate and help them by pointing out that the correct measure word is a bunch of tomatoes (on the vine) or a jar of tomato sauce."

Tell students, "Cooperating means working together in a friendly way. So if your partner makes a mistake, tell them the correct word softly so others around you are not aware of your partner's mistake."

## **Day 3**

### ***Pronunciation Practice***

The Pronunciation Practice video teaches about the reduced pronunciation of the word "of" before measure words.

## Pronunciation Practice Video Script – Lesson 35

1. In Lesson 16 you heard Anna pronounce “a couple of” as “a couple-a.”

Anna: Hello! I am Anna Matteo from The News. Do you have time to answer a couple of question?

2. In this lesson, you hear Anna use the same pronunciation with measure words.

For example, “I bought a jar of peanut butter” sounds like “jar-/ə/ peanut butter.”

3. Remember, the schwa symbol “ə” sounds like “uh.” We will write it like this to show it is a sound and not a letter: /ə/

Anna: What do you mean wrong? I bought a jar of peanut butter and a loaf of bread ... no, wait ... two loaves of bread.

4. Now you try it. When you answer, use “/ə/” to pronounce the word “of.”

Listen:

What is in the bag?

Speak:

I have a \_\_\_\_ \_\_ bananas,

A \_\_\_\_\_ pancake mix, and a \_\_\_\_\_ coffee. (bunch /ə/, box /ə/, bag /ə/)

### Activity 2

Give students the second page of the Activity Sheet.

Ask students to form pairs.

Tell the class: “We will practice pronouncing measure words.”

Ask students to work together to write out items on the grocery list and then practice pronouncing the schwa (/ə/) sound, just like in the video.

If any time remains at the end of class, ask several students to practice the conversation in front of the class.

## ***Listening Quiz***

Give each student a paper copy of the listening quiz. Play each question's video and pause for students to answer. Ask students to choose the correct answer.

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

1. Anna says, "In fact, tonight Marsha and I are cooking for friends."
2. Marsha says, "Anna, please buy all the ingredients on the list."
3. Anna says, "I love shopping! And, I did not spend too much money. Oh, no! But I did spend too much time! I have to return home now!"
4. Marsha says, "Let me see. You bought a bunch of bananas, a box of pancake mix, a bag of coffee ... Anna, this is all wrong!"
5. Marsha says, "Anna, these are the wrong ingredients."
6. Marsha says "I said take the shopping list on the refrigerator ... for dinner!"
7. Anna wants Marsha to trust her to fix the problem of having the wrong ingredients for dinner.

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

## ***Writing***

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:

Do you like shopping for food?

What do you like to make for a dinner with guests?

If time allows have students act out a dinner party using paper plates, cups and toy foods or the photos of foods prepared before class.

### Conversation

- Anna: Hi there! Washington, D.C. has many fun places to eat. But, sometimes it's more fun to cook. In fact, tonight Marsha and I are cooking for friends. Well, she is cooking. I am doing the shopping.  
(phone rings) It's Marsha. Hi, Marsha.
- Marsha: Hi, Anna. Do you have the shopping list?
- Anna: Yes, I told you: I have the shopping list. Can you hear it?
- Marsha: Okay, good. I hear the list. Anna, please buy all the ingredients on the list.
- Anna: Yes, Marsha, I will.
- Marsha: And do not spend too much time shopping.
- Anna: No, Marsha, I won't. See you later.
- Anna: Sometimes, Marsha worries too much. I love shopping! And, I did not spend too much money. Oh, no! But I did spend too much time! I have to return home now!
- Marsha: Anna, what took you so long? Our guests will be here soon!
- Anna: Don't worry, Marsha. I bought everything on the list.
- Marsha: Let me see. You bought a bunch of bananas, a box of pancake mix, a bag of coffee ... Anna, this is all wrong!
- Anna: What do you mean wrong? I bought a jar of peanut butter and a loaf of bread ... no, wait ... two loaves of bread.
- Marsha: Anna, these are the wrong ingredients!
- Anna: These ingredients are all on the list! I took this list from the counter.
- Marsha: Anna, this is the shopping list for breakfast. I said, take the shopping list - on the refrigerator - for dinner!
- Anna: Marsha, there was no shopping list - on the refrigerator - for dinner!
- Marsha: Oh no! It's on the floor!!
- Anna/Marsha: Ahh!!! Ahh!!!
- Marsha: What are we going to do?
- Anna: When do our guests arrive?
- Marsha: They arrive in 30 minutes!
- Anna: I can fix this. Do you trust me?
- Marsha: Do I have to?
- Anna: Yes.

(The story continues next week)

## Key Words

**banana** - *n.* a long curved fruit with a thick peel that is yellow when it is ripe

**bought** - *v.* past tense of buy: to get (something) by paying money for it

**box** - *n.* a container that is made of a hard material (such as wood, metal, or cardboard) and that usually has four straight sides

**bread** - *n.* a baked food made from a mixture of flour and water

**bunch** - *n.* a group of things of the same kind that are held or tied together or that grow together

**counter** - *n.* a long, flat surface on which food is prepared in a kitchen

**floor** - *n.* the part of a room on which you stand

**ingredient** - *n.* one of the things that are used to make a food or product

**jar** - *n.* a glass container that has a wide opening and usually a lid

**loaf** - *n.* an amount of bread that has been baked in a long, round, or square shape (plural: loaves)

**mix** - *n.* a dry mixture of ingredients that is sold in one package and used for making something (such as a type of food)

**pancake** - *n.* a thin, flat, round cake that is made by cooking batter on both sides in a frying pan or on a hot surface

**peanut butter** - *n.* a creamy food made from peanuts

**shopping list** - *n.* a list of things to be bought at a shop or store

**told** - *v.* past tense of tell: to give information to (someone) by speaking or writing

**trust** - *v.* to believe that someone or something is reliable, good, honest, or effective

## Quiz - Level 1, Lesson 35 - Let's Make Dinner!

Listen. Circle the letter of the correct answer.

1. What does Anna say about this evening?

- a. Anna and her friends will eat dinner in a restaurant.
- b. Marsha wants to go shopping with Anna.
- c. She and Marsha are cooking dinner for some friends.
- d. Anna is cleaning the house with Marsha.

5. What is wrong with the food in the bag?

- a. There are too many loaves of bread.
- b. They are the wrong ingredients for dinner.
- c. Anna bought too much peanut butter.
- d. Their guests cannot eat these ingredients.

2. What does Marsha want Anna to do?

- a. Meet her at the market to go shopping
- b. Tell her what is on the shopping list
- c. Buy all the ingredients on the shopping list
- d. Spend lots of time shopping for food

6. Where did Marsha put the shopping list for dinner?

- a. Marsha put it on the kitchen table.
- b. She said it was near the refrigerator.
- c. Marsha put it on the counter.
- d. She said it was on the refrigerator.

3. What does Anna say about shopping?

- a. She spent too much time.
- b. Marsha gave her some money.
- c. She did not have enough money.
- d. Marsha called to change the list.

7. What does Anna want Marsha to trust her to do?

- a. Find the right shopping list for dinner
- b. Return the wrong ingredients to the market
- c. Tell the guests not to come for dinner
- d. Fix the problem of having the wrong ingredients

4. What does Marsha say to Anna?

- a. Anna went to the wrong store.
- b. The food will take too long to cook.
- c. The food cost too much money.
- d. Anna bought the wrong foods.

STEP 1

Write all the ingredients you will need for your three meals on the grocery list below. Find the measure word in the box below.  
Take note if you see an ingredient in more than one meal.  
That means you will have to buy a larger amount of that ingredient.

STUDENT A



**PANCAKES**

eggs  
flour  
milk  
syrup



**SALAD**

lettuce  
tomato  
carrots  
mushrooms



**HAMBURGER**

buns  
beef  
tomato  
lettuce

GROCERY LIST	PRICE	GROCERY LIST	PRICE
bunch of tomatoes	\$5.50		

TOTAL COST OF GROCERY LIST

STEP 2

Now pretend your partner is a clerk at a grocery store. Ask them if their store has the items on your list. Then ask them for the price of each item on your list. Make sure if you are asking for a larger amount that you ask for the price of the food using a measure word. Next, pretend you are a store clerk. Match the measure word with the items in your store. Then answer your partner's questions.

STUDENT A

Prices for your store

MEASURE	FOOD	PRICE
dozen	bread	\$4.75
bottle of	olive oil	\$9
block of	cheese	\$6
loaf of	lettuce	\$3.50
head of	eggs	\$5
package of	bacon	\$7
box of	tomato sauce	\$5.50
jar of	milk	\$4
carton of	noodles	\$3
shaker of	salt	\$2.25

Do you have any tomatoes?

How much for a bunch of tomatoes?

I have bunches of tomatoes.

Five dollars and fifty cents.

STEP 1

Write all the ingredients you will need for your three meals on the grocery list below. Find the measure word in the box below.  
Take note if you see an ingredient in more than one meal. That means you will have to buy a larger amount of that ingredient.

STUDENT B



**SCAMBLED EGGS**

eggs

milk

cheese

salt



**SANDWICH**

bread

bacon

cheese

lettuce



**PASTA**

noodles

tomato sauce

salt

olive oil

GROCERY LIST	PRICE	GROCERY LIST	PRICE
block of cheese	\$6		

TOTAL COST OF GROCERY LIST

STEP 2

Now pretend your partner is a clerk at a grocery store. Ask them if their store has the items on your list. Then ask them for the price of each item on your list. Make sure if you are asking for a larger amount that you ask for the price of the food using a measure word. Next, pretend you are a store clerk. Match the measure word with the items in your store. Then answer your partner's questions.

STUDENT B

Prices for your store

MEASURE	FOOD	PRICE
dozen	flour	\$4.75
bottle of	syrup	\$7
box of	mushrooms	\$5
bag of	lettuce	\$3.50
head of	eggs	\$6
package of	beef	\$9
bag of	tomatoes	\$5.50
bunch of	milk	\$4
carton of	buns	\$3
bag of	carrots	\$2.25

Do you have any cheese?

How much for a block of cheese?

I have blocks of cheese.

Six dollars.



**LEVEL 1**  
**LESSON 36**  
**I CAN FIX THIS!**

<b>Topics</b>  Locations Objects in the Kitchen	<b>Prepare Before Class</b>  Common object (paper or pencil)
<b>Learning Strategy</b>  Substitute	<b>Goals</b>  Grammar: Prepositions Speaking: Prepositions of location Pronunciation: Compound nouns

**Day 1**

***Introduce the Lesson Topic***

Tell students, “Today we will learn how to talk about where objects are located.”

Ask students, “Have you ever looked for something in the kitchen? What did you look for? Where did you look for it?”

Give students a chance to answer. Answers may include “I looked for spices in a drawer,” or “I looked for sweets in the cupboard.”

Tell them they are going to learn how to talk about these things in English today.

***Teach Key Words***

Have students listen to the Speaking Practice video and say the new words for this lesson or repeat them after you.

## Speaking Practice

After the key words, the video teaches about prepositions of location.

### Speaking Practice Script – Lesson 36

1. Prepositions of location show where something is in relation to something else.

In this lesson you hear Anna and Marsha using prepositions “in” and “inside.”

Anna: I just need a couple of ingredients.  
Marsha, please hand me the flour.

Marsha: Anna, where is the flour? It's not in the cabinets.

Anna: I put the flour inside the refrigerator.

In and inside have almost the same meaning.

“Inside” means within something.

“Under” means below something.

2. You can use more than one preposition to tell where something is.

For example, Anna tells Marsha that the eggs are inside a cabinet that is under the sink.

Anna: The eggs are inside the cabinet under the sink.

Now you try it. Answer the question:

Listen:

Where are the bananas?

Speak:

The bananas are \_\_\_\_ the pancakes.

Tell students, “Now we are going to practice some more.”

Place an object (such as a pencil or paper) under another object (such as a book.) Ask students, “Where is the \_\_\_\_? (pencil, paper).” Give students a chance to answer.

Ask one student to place an object somewhere in the room. Encourage students to use more than one preposition to tell where the object is. Work together as a class to come up with many examples.

**Present the Conversation**

Tell students that the video will show Anna and Marsha cooking food for friends. They are coming in thirty minutes.

Play the video or ask a few students to read the conversation. Tell students to respond when there are pauses in the video.

**Main Video Script – Lesson 36**

1. Listen:  
Where are the eggs?

Speak:  
\_\_\_\_\_ the eggs? (where are)

4. Listen:  
Hey, this tastes good!

Speak:  
Hey, this \_\_\_\_\_ good! (tastes)

2. Listen:  
The eggs are inside the cabinet under the sink.

Speak: The eggs are \_\_\_\_\_ the cabinet \_\_\_\_\_ the sink. (inside, under)

5. Listen:  
You made it work!

Speak:  
You \_\_\_\_\_ it \_\_\_\_\_! (made, work)

3. Listen:  
What are you going to make with these ingredients?

Speak:  
What are you going to make with these \_\_\_\_\_? (ingredients)

## Pronunciation Practice

The Pronunciation Practice video teaches about the pronunciation of compound nouns like pancake mix, shopping list, and peanut butter.

### Pronunciation Practice Video Script – Lesson 36

#### 1. Intonation and Compound Nouns

In last week's lesson, Anna and Marsha talked about shopping and making dinner. They use several compound nouns.

It helps English learners to learn the stress or intonation of these nouns. Notice the stress pattern in the compound noun "shopping list."

Marsha: Hi, Anna. Do you have the shopping list?

We can write it like this to show the first sound is a little louder. **Shopping** list

Some food names are compound nouns, or nouns that have two or more words.

Marsha: Let me see. You bought a bunch of bananas, a box of pancake mix, a bag of coffee... Anna, this is all wrong!

Anna: What do you mean wrong? I bought a jar of peanut butter and a loaf of bread ... no, wait ... two loaves of bread.

Now you try it.

Say these compound nouns and put more stress on the first part of the first word.

Pancake Mix (*Pancake* Mix)

Peanut butter (*Peanut* butter)

2. In this lesson, Anna puts some words together to talk about her dinner.

Marsha: You made breakfast.

Anna: Yes! I call it let's-eat-breakfast-for-dinner dinner!

In writing, we can use hyphens to connect the words that modify a noun.

In this sentence, the two words that get extra stress are "breakfast" and the second "dinner."

We can write it like this:

Yes! I call it let's-eat-**breakfast** -for-dinner **dinner!**

The stress pattern shows that these are the two most important words of the compound noun.

Now you try it.

Say this sentence with a compound noun.

I used my credit card to buy everything on my shopping list, then I got an ice cream cone.

I used my **credit** card to buy everything on my **shopping** list, then I got an ice cream cone.

## Day 3

### ***Learning Strategy***

Tell students that in today's lesson, they will learn to substitute. That means using one thing instead of another.

Give an example. Say, "In this lesson, after Anna makes pancakes for dinner, she says, "Yes! I call it let's-eat-breakfast-for-dinner dinner!" She substitutes a breakfast food for a dinner food.

Give the Activity Sheet to students. Instruct students to practice the conversation shown on the sheet. Ask them to use gestures to show the location of the food relative to the objects in the kitchen.

Tell students, "We are practicing substituting to help you use it more easily with some harder words. When your partner understands the message from your words and gestures, you are doing the job of communicating with what you know."

Have students form pairs and do the activity. As students practice, remind them to substitute and help each other use the prepositions of location.

## Day 4

### ***Listening Quiz***

Give each student a paper copy of the listening quiz. Play each question's video and pause for students to answer. Ask students to choose the correct answer.

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

1. Anna says, "See, it says 'put in a cold, dry place.'"
2. Anna says, "On the farm, we always put the eggs there... how else can the chickens see them?"
3. Anna says, "You clean the living room... I will make dinner."
4. Marsha says, "What are you going to make with these ingredients?"
5. Marsha says, "Okay, the apartment is clean. The kitchen is not. What are you cooking?"

Anna says, "I made my favorite recipe: peanut-butter-banana pancakes!"

Marsha says, "You made breakfast."

6. Marsha says, "You made breakfast."

Anna says, "Yes! I call it let's-eat-breakfast-for-dinner dinner!"

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

## ***Writing***

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 is your favorite recipe?

Is it an easy food to cook? Write how to make it.

If there is a variety of recipes, suggest putting them together to make a class recipe book.

### *Conversation*

- Anna: Last time on Let's Learn English, Marsha and I invited friends to a dinner party but I shopped with the wrong list. Guests are coming soon. Marsha is worried but I have a plan. Let's see what it is.
- Anna: I just need a couple of ingredients. Marsha, please hand me the flour.
- Marsha: Anna, where is the flour? It's not in the cabinets.
- Anna: I put the flour inside the refrigerator.
- Marsha: Why?
- Anna: It's cold and dry in the refrigerator. See, it says: "Put in a cold, dry place." Okay, now, Marsha, please hand me the eggs.
- Marsha: Anna, where are the eggs?
- Anna: The eggs are inside the cabinet under the sink.
- Marsha: Anna, why are the eggs in here?
- Anna: On the farm, we always put the eggs there. How else can the chickens see them? Okay. You clean the living room. I will make dinner.
- Marsha: What are you going to make with these ingredients?
- Anna: I have a plan.
- Marsha: Okay, the apartment is clean. The kitchen is not. What are you cooking?
- Anna: I made my favorite recipe: peanut-butter-banana pancakes!
- Marsha: You made breakfast.
- Anna: Yes! I call it let's-eat-breakfast-for-dinner dinner!
- Marsha: Anna! Mmm! Hey, this tastes good! Anna, you made it work!
- Anna: That's our guests!
- Marsha: I'll answer the door.
- Anna: I'll finish here.
- Anna: Like I said, sometimes Marsha worries too much. When something goes wrong with your plan, just change the plan! Till next time!

## ***Key Words***

**breakfast** - *n.* the first meal of the day

**cabinet** - *n.* a piece of furniture that is used for storing things and usually has doors and shelves

**dry** - *adj.* having no or very little water or liquid

**egg** - *n.* a hard-shelled oval thing from which a young bird is born

**flour** - *n.* powder made from a grain (especially wheat) that is used in cooking for making bread or cakes

**inside** - *p.* in or into the inner part of (something or someone)

**recipe** - *n.* a set of instructions for making food

**refrigerator** - *n.* a device or room that is used to keep things (such as food and drinks) cold

**sink** - *n.* a wide bowl that has a faucet for water and a drain at the bottom and is usually positioned in a counter

**taste** - *v.* to have a particular flavor

**under** - *p.* in or to a lower place than (something)

## Quiz - Level 1, Lesson 36 - I Can Fix This!

Listen. Circle the letter of the correct answer.

**1. Why did Anna put the flour in the refrigerator?**

- a. There was no room in the cabinets.
- b. She wants to keep it warm.
- c. The bag says to keep in a cold, dry place.
- d. She thinks the flour is too old.

**4. How does Marsha ask what Anna is going to make?**

- a. Where are you planning to do with the ingredients?
- b. What are you cooking for dinner with these things?
- c. What are you going to make with these ingredients?
- d. How are you going to make something for dinner?

**2. Why did Anna put the eggs under the sink?**

- a. They always did that on the farm.
- b. So the chickens can keep them warm.
- c. There is no room in the refrigerator.
- d. So no one can see them.

**5. What makes Marsha angry?**

- a. Marsha thinks Anna is not done.
- b. Anna made her favorite recipe.
- c. Marsha cannot clean the kitchen.
- d. Anna made breakfast, not dinner.

**3. What strategy are Anna and Marsha using when Anna offers to make dinner while Marsha cleans the living room?**

- a. Summarize
- b. Cooperate
- c. Self-Talk
- d. Substitution

**6. What strategy did Anna use in this lesson?**

- a. Predict
- b. Substitute
- c. Personalize
- d. Summarize

Write the numbers of the furniture and the letters of the food items from the pictures of the two kitchens below next to the correct names. Next, draw a picture of your kitchen in the blank space below. Then write several sentences using prepositions to describe all three kitchens. Read your sentences to two friends and let them try to guess which kitchen you are describing with each one. Then listen to their sentences and try to guess which they are describing. The first to guess correctly each time wins!

PREPOSITIONS

- in
- under
- next to
- on top of
- above
- inside

KITCHEN A



KITCHEN B



The carrots are in the sink.

- FURNITURE**
- sink
  - refrigerator
  - cabinet
  - stove

YOUR KITCHEN

---



---

- FOOD**
- eggs
  - flour
  - carrots
  - soup

The carrots are in the sink.

You are describing kitchen A!

Correct! You win!



**LEVEL 1**  
**LESSON 37**  
**LET'S AGREE TO**  
**DISAGREE**

<b>Topics</b> Exchanging opinions Agreement and disagreement Comparing things, places, & people	<b>Prepare Before Class</b> Pronouns guide Small objects or playing cards
<b>Learning Strategy</b> Personalize	<b>Goals</b> Grammar: Possessive pronouns Speaking: Giving a reason for your opinion Pronunciation: Pronouncing possessive pronouns

**Day 1**

***Introduce the Lesson Topic***

Say “Today, we will learn how to say our opinions and give a reason for how we feel.”

Ask students, “Where do you live? Is it in a city or is it outside of the city?” Give students a chance to respond. Explain that Americans call places that are far from cities “the country.”

Now, ask students to think about which they like better: the city or the country. Tell them to tell the person sitting next to them and to give a few reasons.

Say, “In this lesson, we will compare living in two places: the city and the country. We will hear different opinions about which is a better place to live.”

## Teach Key Words

Have students listen to the Speaking Practice video and say the new words for this lesson or repeat them after you. Pause the video when the meaning is shown and make sure all students understand the meaning.

After the key words, the video teaches how to give a reason when you say your opinions.

### Speaking Practice Video Script – Lesson 37

1. In this lesson, you hear Anna and Phil talking about the city and the country. Anna disagrees with Phil about city.

When giving your opinion in English, you should give a reason for your opinion.

Listen to Anna explain her opinion.

Phil: The city is not beautiful. It's noisy and dirty.

Anna: I disagree. I think all the different buildings are beautiful. And I like to watch all the different people.

2. What is your opinion? Answer the question with a reason.

Listen:

Do you like living in the city or in the country?

Speak:

I like living in the \_\_\_ because it has more \_\_\_. (city, culture)

Speak:

I like living in the \_\_\_ because it has more \_\_\_. (country, nature)

## Present the Conversation

Tell students that the video will show Anna meeting a new friend. He likes the country and she likes the city.

### Main Video Script – Lesson 37

1. Listen:  
Is this bag yours?

Speak:  
No. It's not \_\_\_. It might be \_\_\_. (mine, hers)

2. Listen:  
I agree. There is more culture in the city.

Speak:  
I \_\_\_. There is more \_\_\_ in the city. (agree, culture)

## Pronunciation Practice

The Pronunciation Practice video teaches about possessive pronouns.

### Pronunciation Practice Video Script – Lesson 37

#### 1. Possessive pronouns

The possessive pronouns in this lesson sound like the possessive adjectives. The difference is the sound at the end.

So, to say them clearly, say the last sound carefully.

Listen:

my - mine

Speak

my - \_\_\_\_ (mine)

Listen:

your - yours

Speak:

your - \_\_\_\_ (yours)

Anna: Excuse me. Is this bag yours?

Dr. Jill: No. It's not mine. It might be hers.

Anna: Thank you.

Anna: Excuse me. Is this bag yours?

Sarah: No. It's not mine. It might be his.

Anna: Thank you.

Anna: Hello. Is this bag yours?

Phil: Yes, that's mine.

Listen:

her - hers

Speak:

her - \_\_\_\_ (hers)

Listen:

our - ours

Speak:

our - \_\_\_\_ (ours)

## Possessive Pronouns

Say, "In this lesson, Anna meets someone who is from the country. He lost his bag. Did you ever lose a bag?" Give students a chance to respond. Say, "Anna asks 'Is this yours?' She is using a special kind of pronoun. We call it a possessive pronoun. Let's practice saying the ones in this lesson." Write these words on the board: mine, yours, hers, his, ours, yours, and theirs.

Say, "Let's practice these words." Ask four students to the front of the class to show the activity. Give the group four objects. Ask each student to carefully look at their object and then put all of the objects on a desk or table. Pick up one of the objects and ask a student: "Is this yours?"

Tell the student to answer with a possessive pronoun: “Yes, it’s mine,” or “No, it’s hers/his.”

Then ask a student to pick up two objects and ask another student, “Are these yours?” Thank the students and let them return to their seats for the group activity.

Have students form groups of four. Give four of the small objects to each group. Each student chooses one object.

Say, “Look at your object carefully so you remember it. Look at what each person in your group is holding. Now, put all of the objects on one desk or table. Take turns. Pick up one or two objects. Ask one of your group members, “Is this yours?” or “Are these theirs?” or “Are these yours?” If it’s yours, say, “Yes, it’s mine.” Or say, “No, it’s his/hers.” Keep going until each person has picked up an object and asked a question.

After the activity, ask students, “Was it easy to remember your objects? Why?” Give students a chance to respond. Continue, “It is easier to remember things that we connect to ourselves.”

## Day 3

### *Learning Strategy*

Say, “As I said, it is easier to remember things that we connect to ourselves. We call this learning strategy Personalize. We think of the things we know, what we experienced, and what we like. It can be very helpful when we are learning new things in English. We will practice this today in our lesson.”

Give students copies of the Activity Sheet. Ask two students to come to the front to model the activity. Tell students to use the sample conversation.

What is your favorite city?

Mine is Washington, D.C.

Why?

Because I love museums.

Ask students, “How about your favorite city or town? Is it the same as his or hers?”

Find two students who have the same favorite city. Write the sentence on the board:

Theirs is (name of city) because....

Show the class how to complete the second part of the Activity Sheet, where students

write “ \_\_\_\_ is theirs because \_\_\_\_” Then ask other students who have different favorite cities. Show how to write “ \_\_\_\_ is hers/his because \_\_\_\_\_”

Tell students, “When we think about the things we like, and tell others the reasons for our opinions, we are Personalizing. Now, let’s practice some more.”

Have students form pairs and do the activity. As students practice, remind them to personalize and remind each other to give reasons for their opinions.

When students have finished, have several students share their conversations and talk about any questions that come up.

## Day 4

### *Listening Quiz*

Give each student a paper copy of the listening quiz. Play each question’s video and pause for students to answer. Ask students to choose the correct answer.

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

1. Anna says she misses the country, but she likes living in the city.
2. Dr. Jill says, “It might be hers.”
3. Phil says, “Yes, that’s mine. Thanks! These are all my travel things. Thank you, thank you!”
4. Anna says, “The city is exciting! It has more culture than the country. There are many museums and restaurants. Every night, there’s theater and music.”
5. Phil says: “But the country has more nature! It’s peaceful and beautiful. There are more trees and mountains. The air is clean. You can go hiking and camping.”
6. Phil says, “Here, no one says ‘hello.’ I think city people are rude.”
7. Anna says, “Let’s say ‘hello!’ to people, to many people!... Well, if we say ‘hello,’ maybe they will say ‘hello’ to other people...”

## ***Writing***

Discuss the 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 is the best place to live? Write about where you live now or where you want to live. Be sure to give a few reasons.

Give students time to write. Then, ask a few volunteers to share their writings with the class. Or, put the papers on walls around the room and have students walk around the room to read the writings.

(If students prefer, they do not need to put their names on the papers.)

### Conversation

- Anna: You know, I am from the country and sometimes I miss it. But I really like life in the city! I love the city. Oh, look. Someone lost a bag. Maybe it's theirs. Excuse me. Is this bag yours?
- Dr. Jill: No. It's not mine. It might be hers.
- Anna: Excuse me. Is this bag yours?
- Sarah: No. It's not mine. It might be his.
- Anna: Thank you. Hello. Is this bag yours?
- Phil: Yes, that's mine. These are all my travel things. Thank you, thank you!
- Anna: Are you okay? You seem ... nervous.
- Phil: Well, this is my first visit to Washington, D.C. I'm from a small town in the country. I feel a little lost.
- Anna: I am from the country too! And I understand. When I first came here, I felt lost ... all the time.
- Phil: So, do you like living in the country or in the city?
- Anna: I like to live in the city.
- Phil: Why?
- Anna: The city is exciting! It has more culture than the country. There are many museums and restaurants. Every night, there is theater and music. And, there are more jobs. That is why I'm here.
- Phil: Well, I agree. There is more culture in the city and there might be more jobs. But the country has more nature! It's peaceful and beautiful. There are more trees and mountains. The air is clean. You can go hiking and camping. The city is not beautiful. It's noisy and dirty.
- Anna: I disagree. I think all the different buildings are beautiful. And I like to watch all the different people.
- Phil: That's another thing that is different. People in the country are friendly. They always say "hello!" Here, no one says "hello." I think city people are rude.
- Anna: Well, I agree. Country people are friendly. But I don't think city people are rude. I think they're just busy.
- Phil: That's a good point.
- Anna: Look at me. I live in the city and I said "hello" to you.
- Phil: But you are from the country.
- Anna: I have an idea. Let's say "hello!" to people -- to many people!
- Phil: What? Why?
- Anna: Well, if we say "hello," maybe they will say "hello" to other people ... Hello!
- Phil: ... and they will say "hello" to more people! That's a great idea! I'm glad you found my bag.

Anna: Come on. Let's go say "hello" to people.

Anna: We don't have to agree with people. They have their opinions. We have ours. And as we like to say, you can always agree to disagree! Until next time...! Hello!

### ***Key Words***

**agree** - *v.* to have the same opinion

**dirty** - *adj.* not clean

**disagree** - *v.* to have a different opinion

**friendly** - *adj.* acting like a friend or kind and helpful

**nature** - *n.* the physical world and everything in it that is not made by people

**noisy** - *adj.* making a lot of loud or unpleasant noise

**opinion** - *n.* a belief, judgment, or way of thinking about something

**peaceful** - *adj.* quiet and calm or without noise

**rude** - *adj.* not polite

## Quiz - Level 1, Lesson 37 - Let's Agree to Disagree

Listen. Circle the letter of the correct answer.

1. What does Anna say about the city and country?

- a. Anna is moving to the country.
- b. She likes to visit the city.
- c. Anna wants to go to the city soon.
- d. She misses life in the country

4. What does Anna say about the city?

- a. The city is an exciting place to live.
- b. There are more theater and music jobs.
- c. There is too much excitement in the city.
- d. The restaurants and museums are better.

2. What does Dr. Jill say to Anna?

- a. I saw her with your bag.
- b. It might be hers.
- c. It is mine.
- d. Is this bag yours?

5. What does Phil say about the country?

- a. There is more culture.
- b. It has more nature.
- c. There are more jobs.
- d. It has noise and dirt.

3. What does Phil say to Anna?

- a. Please give me my travel things.
- b. Where did you find my travel things?
- c. These are all my travel things.
- d. Are these all my travel things?

6. What does Phil think about city people?

- a. He thinks that they are noisy.
- b. Phil thinks that they are friendly.
- c. Phil thinks that they are rude.
- d. He thinks that they are busy.

STEP 1

Ask two friends their opinions about their favorite city, movie, food, season and book. Then ask why they like those things. Write down their answers. Then let them ask you.

FRIEND A	
 FAVORITE CITY	Washington, D.C. is his because he loves museums.
 FAVORITE MOVIE	
 FAVORITE FOOD	
 FAVORITE SEASON	
 FAVORITE BOOK	

FRIEND B	
 FAVORITE CITY	
 FAVORITE MOVIE	
 FAVORITE FOOD	
 FAVORITE SEASON	
 FAVORITE BOOK	

What is your favorite city?

Why?

Mine is Washington, D.C.

Because I love museums.



STEP 2

Now ask other people about their favorite things.  
Ask as many people as you can. When you find the people that match the descriptions below, write their names and sentence about them using the correct possessive pronouns.

POSSESSIVE PRONOUNS

theirs

his

ours

yours

hers

FIND THESE PEOPLE

NAME(S)

EXAMPLE SENTENCE

Two people with the same favorite book

Fred and Sally

'Moby Dick' is theirs because they like the ocean.

At least one other person with the same favorite movie as you



Someone with a favorite season that is different from you



A female friend with a favorite city that is different from you



A male friend with a favorite food that is different from you




What is your favorite book?  
And what is yours?  
Why?



Mine is also Moby Dick.

Mine is Moby Dick.

Because we love the ocean.





**LEVEL 1**  
**LESSON 38**  
**SHE'S MY BEST FRIEND!**

<b>Topics</b> Describing people, places, & things Reporting details Identifying positive & negative personal qualities	<b>Prepare Before Class</b> Image sheet of Christmas sweaters
<b>Learning Strategy</b> Evaluate	<b>Goals</b> Grammar and Speaking: Superlative adjectives Speaking: Superlative adjectives Pronunciation: Pronouncing superlative adjectives

**Day 1**

***Introduce the Lesson Topic***

Begin with, “Imagine you have a friend who moved to another place. You have not seen your friend for a long time. Now, you are talking to them and want to tell them about your life and other friends. What will you tell them? Think about it and then turn to your neighbor and say one or two sentences about your friends or your life.”

Give students time to do this. Then, ask several students to share their responses.

Say, “Today, we will learn about Anna’s friend Penelope. Anna will tell Penelope about her other friends and life in the city.”

***Teach Key Words***

Have students listen to the Speaking Practice video and say the new words for this lesson or repeat them after you.

Stop the Speaking Practice video after the key words. Save the second part of the video (on superlative adjectives) for use later.

## Present the Conversation

The video shows Anna getting a visit from her best friend. Play the video or ask a few students to read the conversation. Tell students to respond when there are pauses in the video.

### Main Video Script – Lesson 38

#### 1. Listen:

I can't wait to catch up with her!

#### Speak:

I can't wait to \_\_\_up \_\_\_her!

#### 2. Listen:

Is your roommate nice?

#### Speak:

Is your roommate\_\_\_?

#### 3. Listen:

She is the nicest person I know in this city.

#### Speak:

She is \_\_\_ \_\_\_person I know in this city.

## Day 2

## Pronunciation Practice

The Pronunciation Practice video teaches about saying superlative adjectives louder.

### Pronunciation Practice Video Script – Lesson 38

1. In sentences with superlative adjectives, we often put more stress on the adjective or say it louder. For example, when Anna talks about Jonathan and Ashley, she says, "They are the friendliest people I know."

She says the word "friendliest" louder than the other words. (Anna: Um-hum. Jonathan and Ashley are two other good friends of mine. In the city, they are the friendliest people I know. They always help me when I need it.

Now, you try it. Repeat what Anna says about her friend Marsha. Put stress on the adjective. Speak:  
Marsha is the nicest person I know in this city.

Now, tell us about one of your friends. Use one of the superlative adjectives from this lesson, such as silliest, nicest, friendliest, messiest or luckiest.

Be sure to say the adjective louder than the other words. Speak:  
\_\_\_ is the \_\_\_ person I know.

## Speaking Practice

The speaking practice video teaches more about making superlative adjectives.

### Speaking Practice Video Script – Lesson 38

1. In Lessons 30 and 31, you learned how to use the superlative form of adjectives. In this lesson, you hear Anna using superlative adjectives to tell Penelope about her friends and life in Washington, D.C.

Anna: Jonathan and Ashley are two other good friends of mine. In the city, they are the friendliest people I know. They always help me when I need it.

Notice that the spelling of some adjectives when we use the superlative form. For example, “messy” becomes “messiest.” When a two-syllable adjective ends in -y, we change the -y to and -iest to make the superlative.

Notice that Anna uses the word “the” before “nicest” and “messiest.” Before superlative adjectives, we usually use the word “the” unless the adjective does not come before the noun.

Now, you try it. Answer this question with the superlative form: Are Let’s Learn English lessons easy?

Speak:  
Yes, they are \_\_\_\_ lessons. (the easiest)

Speak:  
No, they are not \_\_\_\_ English lessons.  
(the easiest)

Sometimes, superlative adjectives do not end in -est. In this lesson, you hear Anna talking about Penelope. The superlative that Anna uses to describe Penelope is “the most famous.”

Anna: I didn’t forget. You are the most famous turkey farmer I know!

The word “famous” has two syllables. With adjectives that are two or more syllables and end in -y, we do not add -est to make the superlative. Instead, we add the words “the most” before the adjective. For example, “famous” becomes “the most famous.”

Answer this question with the superlative form: Are Let’s Learn English lessons helpful?

Speak:  
Yes, they are \_\_\_\_ English lessons.  
(the most helpful)

Speak:  
No, they are not \_\_\_\_ English lessons. (the most helpful)  
(end of script)

## ***Practice Activity***

Say, “Yesterday, we learned a lot about superlative adjectives. Let’s practice them some more.”

Give half of the class copies of the images of Christmas sweaters. Then, ask those people to find a partner.

Explain, “In the United States, Christmas sweaters are popular around the Christmas holiday. Some people think they are ugly. Other people like them. Look at these photos. Pick the one you think is the prettiest and describe it to your partner. Tell them why you think it’s the prettiest.”

Continue, “Next, pick the one you think is the ugliest, describe it, and tell them why you think it’s the ugliest. For example: “The green sweater vest has too many pictures on it. I think it is the ugliest sweater.”

After the practice, have several students share how they described the sweaters.

For fun, tell students that they can also vote on the ugliest and prettiest sweaters.

Tell students that, when they talked about the sweaters, they used a strategy called evaluate.

## ***Learning Strategy***

Say, “There are often times when we have to say what we think about something, and explain why we have that opinion. We call this evaluating. When we evaluate, we may compare different things, or we may think of the value of one thing. This strategy can be very helpful in school work. Often teachers ask you to give your opinion or to compare things.”

Finish with, “Evaluating can help when we are learning about new things in English because we remember better when we connect new information to our own opinions. We will practice this strategy tomorrow in our lesson.”

## Activity Sheet

Remind students that, yesterday, they began learning about the strategy Evaluate. Say, “Now, we will have some fun and practice!”

Give students copies of the Activity Sheet.

Explain, “Imagine that you are looking for an apartment for yourself or your family. Look at the apartments carefully. Then change the adjectives to superlatives and make sentences with them.”

Before students begin the activity, write the adjectives on the board and have students tell you the superlatives. As they say the superlative forms, write them on the board also.

adjective	superlative adjective
noisy	noisiest
expensive	the most expensive
close	closest
friendly	friendliest
cheap	cheapest
big	biggest
small	smallest
easy	easiest

Have students form pairs and do the activity. As they practice, remind them to ask their partner to give reasons for their opinions.

Tell students to do just the first part of the activity sheet (reading about Apartments A, B and C and then writing sentences about them). Ask a few students to share their sentences with the class.

Then, have students do the bottom part of the sheet -- writing which apartment is their favorite and why. Ask a few different students to share their sentences.

Remind students that they used the strategy Evaluate to give reasons for their choices and opinions.

## ***Listening Quiz***

Give each student a paper copy of the listening quiz. Play each question's video and pause for students to answer. Ask students to choose the correct answer.

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

1. Anna says, "My best friend from my hometown is coming to Washington, D.C.! I can't wait to catch up with her! Oh! I gotta go. Her train arrives in 10 minutes!"
2. Penelope says, "I'm really excited to be in Washington, D.C.! I can't wait to hear about ... everything!"
3. Anna says they split the rent, and that Marsha is the nicest person she knows. Marsha thinks Anna is a messy cook.
4. Anna says, "Mm-hum. Jonathan and Ashley are two other good friends of mine. In the city, they are the friendliest people I know. They always help me when I need it."
5. Penelope says, "Anna, I can't leave our hometown. You forget -- I love my job, too." She loves her job as a turkey farmer.

## ***Writing***

Discuss the 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:

Who is the most important person in your life? They can be a family member or a friend. Write about them using some superlative adjectives, such as nicest, silliest, the most \_\_\_\_\_ or others.

Give students time to write. Then, ask a few volunteers to share their writings with the class.

### **Conversation**

- Anna: Hello! I have great news. My best friend from my hometown is coming here -- to Washington, D.C.! I can't wait to catch up with her! Oh! I gotta go. Her train arrives in 10 minutes!
- Anna: Penelope!
- Penelope: Anna! I am really happy to see you!
- Anna: Me too! How was your trip?
- Penelope: It was fine.
- Anna: Let me help you with your bags.
- Penelope: I'm really excited to be in Washington, D.C.! I can't wait to hear about ... everything!
- Anna: I have so much to tell you. Let's go to my apartment. We can talk over a hot cup of tea.
- Penelope: I love your apartment building, Anna. Is your rent expensive?
- Anna: Well, I have a roommate. So, we split the rent.
- Penelope: Oh, that's right. Is your roommate nice?
- Anna: Marsha is the nicest person I know in this city. Sometimes she worries too much. And she says I'm the messiest cook she knows. But we are great roommates.
- Penelope: So, Anna, is it hard to make friends in D.C.?
- Anna: At first it was hard. But now, Marsha is a good friend. And there's Pete. Of all the people I know in D.C., Pete is the most serious and also the silliest.
- Penelope: He sounds ... interesting.
- Anna: Jonathan and Ashley are two other good friends of mine. In the city, they are the friendliest people I know. They always help me when I need it.
- Penelope: Your friends sound great! So, tell me about your job.
- Anna: I love my work! I make a children's show called the "Time Traveling Treehouse."
- Penelope: Anna, that is the best job for you! Do you remember when we were little? We played in that old treehouse behind my family's house for hours!
- Anna: I forgot about that! We thought it really time traveled! Penelope, it is really good to talk to you. New friends are good. But old friends are the best.
- Penelope: I know. Our hometown isn't the same now. You are not there.
- Anna: No crying. Why don't you move here and live with me and Marsha?
- Penelope: Anna, I can't leave our hometown. You forget -- I love my job, too.
- Anna: I didn't forget. You are the most famous turkey farmer I know!
- Penelope: Thanks, Anna.
- Anna: Come on. Let's go eat dinner at one of D.C.'s most famous restaurants.
- Penelope: Awesome!

Anna: That's the restaurant, Penelope. I'll be right there.  
Anna: I have a great apartment. I love my work. And I have awesome friends -- both old and new. I am the luckiest woman in Washington, D.C. (sound of thunder)  
Until next time?

### ***Key Words***

**catch up (with)** - *phrasal verb*. to talk to someone you have not seen for some time and find out what they have been doing

**cry** - *v.* to produce tears from your eyes often while making loud sounds because of pain, sorrow, or other strong emotions

**expensive** - *adj.* costing a lot of money

**famous** - *adj.* known or recognized by very many people

**friendly** - *adj.* acting like a friend **friendliest** - superlative *adj.*

**lucky** - *adj.* having good luck **luckiest** - superlative *adj.*

**messy** - *adj.* not clean or tidy **messiest** superlative *adj.*

**nice** - *adj.* kind, polite, and friendly **nicest** - superlative *adj.*

**rent** - *n.* money that you pay in return for being able to use property and especially to live in an apartment or house that belongs to someone else

**silly** - *adj.* silliest - superlative *adj.* playful and funny

**split** - *v.* to divide (something, such as money or food) among two or more people or things

**tea** - *n.* a drink that is made by soaking the dried leaves of an Asian plant in hot water

**train** - *n.* a group of vehicles that travel on a track and are connected to each other and usually to an engine

**turkey** - *n.* a large American bird that is related to the chicken and that is hunted or raised by people for its meat

STEP 1

Compare all three apartments.  
Then change the adjectives below to superlatives.  
Use the superlatives to write sentences describing each apartment.

sq ft = square foot - n. measurement for a square-shaped area of space that is 1 foot on all sides  
1 square foot = 0.093 square meter



APARTMENT A



SIZE: 750 sq ft



RENT: \$950

Extra: People have lots of friendly parties

APARTMENT B



SIZE: 450 sq ft



RENT: \$700

Extra: Free parking

APARTMENT C



SIZE: 1200 sq ft



RENT: \$1500

Extra: Next to the bus stop

Which is your favorite apartment?

Why?



Mine is apartment A.

It is the friendliest. I want to meet new people!



noisy

expensive

close

friendly

cheap

big

small

easy

Apartment A

Apartment B

Apartment C

This is the most expensive apartment.

STEP 2

Now choose which apartment you like the most.  
Write down why you like it and share your reasons with a friend.

## Quiz - Level 1, Lesson 38 - She's My Best Friend!

Listen. Circle the letter of the correct answer.

1. What is Anna doing today?

- a. Visiting a friend in her hometown
- b. Going to her hometown
- c. Traveling on a train
- d. Catching up with a friend

4. What does Anna say about Jonathan?

- a. He is her silliest friend.
- b. He is friendly and helpful.
- c. He is Anna's serious friend.
- d. He is the most interesting.

2. What does Penelope say to Anna?

- a. She wants to see the monuments.
- b. She wants to have a cup of tea.
- c. She can't wait to hear about everything.
- d. She wants to tell Anna everything.

5. Why does Penelope want to stay in her hometown?

- a. She loves her job as a turkey farmer.
- b. Penelope is afraid of living in the city.
- c. She doesn't want to leave her family.
- d. Penelope thinks it will not change.

3. What does Anna say about Marsha?

- a. Marsha does not always pay her rent.
- b. Marsha is the nicest person in the city.
- c. Marsha is a messy cook.
- d. Marsha pays all the rent.

## Holiday Sweaters





**LEVEL 1**  
**LESSON 39**  
**IT'S**  
**UNBELIEVABLE!**

<b>Topics</b> Shopping online Interpreting factual statements Critical thinking about advertisements	<b>Prepare Before Class</b> Old or local ads (advertisements)
<b>Learning Strategy</b> Ask questions to clarify or get more information	<b>Goals</b> Grammar: Adjectives with negative prefixes (in-, un-, dis-, im-) Speaking: Using negative prefixes with adjectives Pronunciation: Pronouncing “comfortable” and “uncomfortable.”

**Day 1**

***Introduce the Lesson Topic***

Begin, “Today, we will learn to ask questions about ads. Does anyone know what an ‘ad’ is?” Take a few responses from students.

Say, “An ‘ad’ is something, such as a very short video, audio or writing, that a company shows the public to help sell a product.”

Pass around a copy or two copies of the old ads from the end of this lesson. The bottom of each ad describes what is false about the ad. Read these as you show each one.

Then, ask students to think of questions about the ads. Give an example: “How can soap wash away fat?” Have several students ask questions about the other ads or local ads that you choose to show.

## Teach Key Words

Have students listen to the Speaking Practice video and say the new words for this lesson or repeat them after you. Pause the video when the meaning is shown and make sure all students understand the meaning.

After the key words, the video teaches about using negative prefixes with adjectives. Explain that a prefix is a letter or group of letters added at the beginning of a word to change its meaning.

### Speaking Practice Video Script – Lesson 39

1. In this lesson, you hear Anna uses adjectives with negative prefixes. Prefixes come before a word and change its meaning. The prefixes in this lesson are in-, un-, dis- and im-.

These prefixes give the opposite meaning to an adjective.

In this lesson, Anna tells Pete that the product in his advertisement does not work:

Anna: Yes. I bought it. You said in your ad it was a perfect product. This is not perfect. This is imperfect!

In this example, “imperfect” means the opposite of “perfect.” The prefix is -im.

Why are there so many prefixes to make the meaning opposite. One reason is that English has words from several different languages.

2. Words from German use the prefix un- but words from Latin use the prefix in-.

The prefix in- changes to im- before adjectives that begin with p, b and m, as in “impossible” and “imperfect.”

The prefix in- changes to il- before l, as in “illiterate” or not able to read.

In- changes to ir- before words that begin with r, as in “irresponsible” (careless).

Now, you try it. Make the adjectives in this sentence have the opposite meaning by using prefixes.

Listen / Speak:

My English is \_\_\_\_, but I study with an \_\_\_\_ course, Let’s Learn English, so, soon I will not be \_\_\_\_ speaking English. (imperfect, unpaid, uncomfortable)

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

Tell students that the video will show Anna buying and using a new product for her hair.

#### **Main Video Script – Lesson 39**

1. Listen:

Are you tired of your untidy hair?

Speak:

Yes, I am...and it's\_\_\_. (uncomfortable)

2. Listen:

This is not perfect. This is imperfect!

Speak:

It's\_\_\_! (unbelievable)

### ***Pronunciation Practice***

The pronunciation practice video teaches the pronunciation of the words “comfortable” and “uncomfortable.”

#### **Pronunciation Practice Video Script – Lesson 39**

1. One of the new words in this lesson can cause problems for English learners. That word is “uncomfortable” and its opposite “comfortable.” When you say this word, you do not pronounce some of the letters that you see in the written word.

In this lesson, you hear Anna say that her hair is uncomfortable.

Pete: Are you tired of your untidy hair?

Anna: Yes, yes I am. And it's uncomfortable!

2. Now, you try it.

Listen:

Are you comfortable?

Speak:

Are you\_\_\_? (comfortable)

Speak:

I'm \_\_\_ (uncomfortable).

## ***Adjective Practice***

Say, “Yesterday, you learned about prefixes with adjectives. Let’s practice this some more today. What does Anna learn about Pete’s hair product? Is it a perfect product?”

Write the word on the board or shared screen: perfect. Add the prefix im- to the word, and ask students for its meaning: imperfect.

Say, “Anna tells Pete, ‘This is not perfect. This is imperfect!’ She adds the prefix im- to the word to make it negative. Some words use im- but other words use in-, un- or dis-. Can you find the words with prefixes from the conversation?”

As students find and say the words, list them on the board:

inexpensive  
unbelievable  
dishonest  
uncomfortable  
inexpensive  
untidy

## ***Learning Strategy***

Say, “Remember, Anna learned that she cannot believe everything that she sees in ads, even when the ads have her friends in them.”

Continue, “What question should Anna ask herself the next time she sees an ad with a friend or a famous person?” Give students time to think of questions and write some of their examples on the board. Depending on their examples, you can add:

Why is the famous person / actor using the product?  
Will it work for me as well as it seems to work for the actor?  
Do common people like this product?

Explain, “When you ask questions like this, you are using the strategy ‘ask questions to clarify.’ This is one of the skills that you can practice with anything you see on television. We will practice this skill in our next activity.”

## Activity Sheet

Give students copies of the Activity Sheet. Make sure students understand any new words, such as the word “survived,” that appear on the sheet.

Explain, “Imagine that you are looking for a new car. You see these two ads and must decide which car to buy.” Ask two students to come to the front of class to show the activity. Tell them to say the sample conversation and add one more question to clarify.

Student A: Which car did you choose?

Student B: I chose the Van.

Student A: Why?

Student B: Because the ad for the Beetle looked dishonest.

(added question)

Student A: How is it dishonest?

Student B: I don't think it can really fit five people.

Ask students form pairs and do the activity. As they practice, remind them to ask questions to clarify. When students have finished, have several share their conversations.

## Day 4

### Listening Quiz

Give each student a paper copy of the listening quiz. Play each question's video and pause for students to answer. Ask students to choose the correct answer.

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

1. Anna says, “ It is really windy today.”
2. She says she wants to know about the weather: “Will it be windy this weekend? I'll listen to the news.”
3. Pete is on T.V. He says, “Hi. I'm Pete. And I have the perfect product for you -- Hair Be Good!”
4. Pete says, “Hair Be Good works and it's inexpensive.” “Inexpensive” means it has a low cost.
5. Anna says, “I am buying some right now. Okay, I will order one can of Hair Be Good for \$10.”
6. Amelia says, “Your hair does not look good.”
7. Anna says, “I believed your ad, Pete. It was dishonest!” Dishonest means “not true.”
8. Pete says, “Your hair will be okay. Just wash it ... a couple of times.”

## ***Writing***

Discuss the 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:

In this lesson, Anna believed an ad that she saw on television. Think of an ad you recently saw on television, the radio or the internet. Did you believe the ad? Describe the ad and write why you did or didn't believe it.

Give students time to write. Then, ask a few volunteers to share their writings with the class. Or, put the papers on walls around the room and have students walk around the room to read their classmate's writings.

### Conversation

- Anna: Hello! Winter weather in Washington, D.C. can be really windy. And wind messes up my hair. It is really windy today. Look at my hair. Will it be windy this weekend? I'll listen to the news. I am tired of my untidy hair.
- Pete: Are you tired of your untidy hair?
- Anna: Yes. Yes, I am. And it's ... uncomfortable.
- Pete: Is it ... uncomfortable?
- Anna: Yes. Yes, it is! Hey, is that ... Pete?
- Pete: Hi. I'm Pete. And I have the perfect product for you -- Hair Be Good!
- Pete: Just spray Hair Be Good on your hair ... wrap in a towel ... and you are done! Hair Be Good works and it's inexpensive. One can costs only \$10! So, go online and order your Hair Be Good today!
- Anna: Hair Be Good sounds perfect! And I can trust Pete! I am buying some right now. Okay, I will order one can of Hair Be Good for \$10. I'll pay with a credit card. My delivery will arrive in 2 days. Awesome!
- Anna: It arrived! I'll use it before I go to work. Okay, Hair Be Good, make my untidy hair tidy! No, make it ... fabulous!
- Amelia: Hi, Anna.
- Anna: Hello, Amelia!
- Amelia: Anna, you look ... different.
- Anna: Thanks! I used a new product called Hair Be Good.
- Amelia: Well, it's not.
- Anna: It's not what?
- Amelia: Good. Your hair does not look good.
- Anna: Oh, no! This is not good.
- Amelia: Why don't you go home and take care of ... this.
- Anna: Good idea.
- Pete: Hi, Anna!
- Anna: Hello, Pete.
- Pete: Is something wrong?
- Anna: This is wrong!
- Pete: What did you do to your hair?
- Anna: Hair Be Good did this to my hair.
- Pete: Ah, you bought it!
- Anna: Yes, I bought it. You said in your ad it was a perfect product. This is not perfect. This is imperfect!
- Pete: It's unbelievable!
- Anna: I believed your ad, Pete. It was dishonest!

Pete: Anna, you don't believe everything you see in ads, do you?  
Anna: No, Pete. Just the ones with my friends.  
Pete: Your hair will be okay. Just wash it ... a couple of times.  
Anna: Thanks. Thanks a lot, Pete! Here, here's your product! You should call it "Hair Be Really Bad!" Until next time, Pete! Till next time.

### ***Key Words***

**can** - *n.* a closed metal container that is usually shaped like a cylinder and that holds food, drink, or other liquids

**delivery** - *n.* something that is taken to a person or place or something that is delivered

**dishonest** - *adj.* not honest: such as saying or likely to say things that are untrue

**imperfect** - *adj.* having mistakes or problems or not perfect

**fabulous** - *adj.* very good

**inexpensive** - *adj.* low in price or not expensive

**order** - *v.* to place an order for (something): such as to request (something) from a company

**product** - *n.* something that is made or grown to be sold or used

**spray** - *v.* to put a stream of small drops of liquid on (someone or something)

**tidy** - *adj.* clean and organized or not messy

**towel** - *n.* a piece of cloth used for drying things

**unbelievable** - *adj.* difficult or impossible to believe

**uncomfortable** - *adj.* causing a feeling of physical or mental discomfort

**untidy** - *adj.* not neat or clean

**wrap** - *v.* to cover (something) by winding or folding a piece of material around it

## Quiz - Level 1, Lesson 39 - It's Unbelievable!

Listen. Circle the letter of the correct answer.

1. What does Anna say about the weather?

- a. It's really windy.
- b. Anna says it is messy.
- c. It is wintery.
- d. Anna says she loves it.

5. What is Anna doing on the computer?

- a. Asking Pete about Hair Be Good
- b. Looking for a store that sells the product
- c. Buying Hair Be Good online
- d. Reading comments on Hair Be Good

2. What does Anna want to know about?

- a. How to change her hair.
- b. The latest TV program.
- c. The weekend weather.
- d. How to listen to the news.

6. At the office, what does Amelia say to Anna?

- a. Your hair does not look good.
- b. It's nice to see you today.
- c. Did you do that at home?
- d. What did you do to your hair?

3. Why is Anna talking to Pete?

- a. He is in Anna's dream.
- b. Pete called on the phone.
- c. He is at Anna's house.
- d. Pete is in a TV ad.

7. What does Anna yell at Pete?

- a. Pete is an imperfect actor.
- b. He was wrong about her hair.
- c. Pete should use Hair Be Good.
- d. His ad was not true

4. What is one thing Pete says about the product?

- a. He bought it online.
- b. It has a low cost.
- c. He uses it all of the time.
- d. It comes with a free towel.

8. What advice does Pete give to Anna?

- a. Trust what your friends tell you.
- b. Try using another hair product.
- c. You should wash your hair.
- d. You should believe what you see in ads.

He's one of the busiest men in town. While his door may say *Office Hours 2 to 4*, he's actually on call 24 hours a day.

The doctor is a scientist, a diplomat, and a friendly sympathetic human being all in one, no matter how long and hard his schedule.



*According to a recent Nationwide survey:*

# MORE DOCTORS SMOKE CAMELS THAN ANY OTHER CIGARETTE

DOCTORS in every branch of medicine—113,597 in all—were queried in this nationwide study of cigarette preference. Three leading research organizations made the survey. The gist of the query was—What cigarette do you smoke, Doctor?

*The brand named most was Camel!*

The rich, full flavor and cool mildness of Camel's superb blend of costlier tobaccos seem to have the same appeal to the smoking tastes of doctors as to millions of other smokers. If you are a Camel smoker, this preference among doctors will hardly surprise you. If you're not—well, try Camels now.



Your "T-Zone" Will Tell You...

**T for Taste . . .  
T for Throat . . .**

that's your proving ground for any cigarette. See if Camels don't suit your "T-Zone" to a "T."



H. J. Reynolds Tobacco Company, Winston-Salem, N. C.

## CAMELS *Costlier Tobaccos*

1946 cigarette advertisement launched by R.J. Reynolds Tobacco Company.  
False claim: Doctors think smoking is healthy

For  
PEP and VIGOR-

**VITAMIN**  
**DONUTS**

MADE BY  
THE  
FESTER COMPANY  
INC.

Each Donut Fortified with a minimum of 25 units of Vitamin B1

The advertisement features a vintage-style illustration. At the top right, a young boy with a red apple on his cheek smiles. In the center, the words 'VITAMIN DONUTS' are written in large, bold, stylized letters against a yellow background with radiating lines. At the bottom left, a young girl with a blue bow in her hair looks towards the camera. In the bottom center, two golden-brown donuts sit on a white plate. A small circular logo for 'THE FESTER COMPANY' is visible near the donuts. The overall aesthetic is reminiscent of mid-20th-century advertising.

*False claim: Donuts are healthy*

# WASH AWAY FAT

## AND YEARS OF AGE

### With La-Mar Reducing Soap

The new discovery. Results quick and amazing—nothing internal to take. Reduce any part of body desired without affecting other parts. No dieting or exercising. Be as slim as you wish. Acts like magic in reducing double chin, abdomen, ungainly ankles, unbecoming wrists, arms and shoulders, large busts or any superfluous fat on body. Sold direct to you by mail, post paid, on a money-back guarantee. Price 2/- a cake, or three cakes for 4/-. One to three cakes usually accomplish the purpose. Send postal or money order to-day. Surprising results.



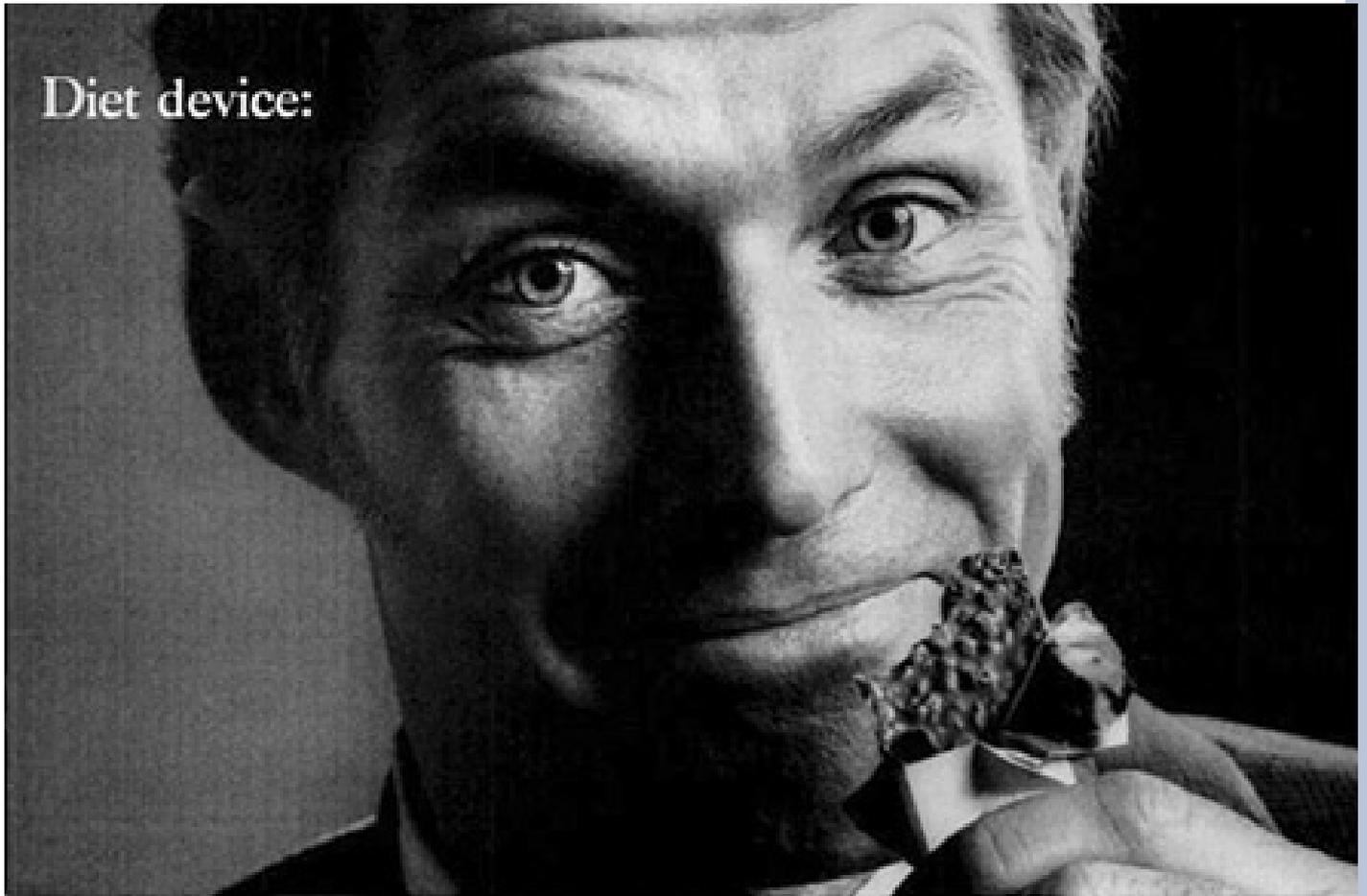
**LA-MAR LABORATORIES LTD.,**

**VERNON HOUSE,**

**40, Shaftesbury Avenue (334T), London, W.1.**

*False claim: Soap can remove fat from inside the body*

Diet device:



Snack on some candy about an hour before lunch.

# Sugar's quick energy can be the willpower you need to eat less.

Surprise! Sugar isn't a bad guy.

The sugar in a soft drink or ice cream cone, shortly before mealtime, turns into energy fast.

And that energy could be just the energy you need to say "no"

to those extra helpings at mealtime.

That's why sugar is a good guy.

Surprise!

Sugar . . . only 18 calories per teaspoon, and it's all energy.



## **Sugar Information**

General Post Office Box 94, New York, N. Y. 10001

*False claim: Sugar helps you lose weight*

Compare the two advertisements below. Then match the correct negative prefixes with the adjectives below. Now pretend you are writing an email to your friend explaining which car you would like to buy. Use all of the adjectives with negative prefixes to describe both cars in your email. Then share your pretend email with a partner and see if you chose the same car for the same reasons.

**NEGATIVE PREFIXES**

- in
- dis
- non
- un

**ADJECTIVES**

- honest
- comfortable
- expensive
- safe

Small popular car drives like new



"The Beetle"

- \$1800 or best offer
- Can fit 5 people
- Uses less gas

Car may be older than 5 years  
May be less if people are bigger

Fun family car that is larger but slower



"The Van"

- \$1500 (cash only)
- Survived 6 accidents!
- Fits 9 people

Must stop driving every two hours

Which car did you choose?

Why?



I chose the van.

Because the advertisement for the beetle looked dishonest.



To: \_\_\_\_\_ @myfriend.com

Subject: *My choice of car*

*Both cars are inexpensive.*

*but*

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**LEVEL 1**  
**LESSON 40**  
**THE WOODS ARE**  
**ALIVE**

<b>Topics</b>  Describing people's actions Asking for & giving feedback	<b>Prepare Before Class</b>  "Substitute" handout Diaphragm breathing illustration
<b>Learning Strategy</b>  Self-evaluate	<b>Goals</b>  Grammar: Adverbs (loudly, quietly, slowly); comparatives of adverbs (more seriously) Speaking: Asking for and giving feedback Pronunciation: Projecting when public speaking

**Day 1**

***Introduce the Lesson Topic***

Ask students, "At the beginning of a new year, or when you begin a new school year, do you tell yourself how you will do better or differently?" Give students time to respond.

Continue, "In English this is called making a resolution. We talk about making New Year's resolutions." Give several examples like doing better in school, reading more books, helping neighbors, eating healthy food, exercising more or making more money.

Continue, "We have talked about evaluating already in these classes. We evaluated what we liked or didn't like about things like holiday sweaters. Today, we will talk about evaluating ourselves."

Say, "Often, at the end of the year, we look back and think, 'How well did I do?' and 'How can I do better?' What do you want to do differently or better in the coming year?" Ask several students to share their resolutions for the coming year.

## Teach Key Words

Have students listen to the Speaking Practice video and say the new words for this lesson or repeat them after you. After the key words, the video teaches about asking for feedback.

### Speaking Practice Script – Lesson 40

1. When you were speaking English, you can ask others to help you evaluate your speaking ability. Listen to Anna asking the director for feedback again.

Anna: Director, how am I doing?

When we ask about our work we should listen carefully to the information, or feedback that others give us.

2. In this lesson, Anna listens to the director and offers to try again.

Anna: "Yes I will."

Director: Okay Anna, You said that line really late. You need to say it earlier.

Anna: Sorry. Sorry. Let me try again.

Now you try it. Ask us how your English is.

Speak:

How am I doing can you understand my English?

Listen:

You're doing great! Keep studying with Let's Learn English!

## Present the Conversation

Tell students that the video will show Anna trying something new. She auditions (tries to get hired to act) for a play. Play the video or ask a few students to read the conversation.

Tell students to respond when there are pauses in the video.

### Main Video Script – Lesson 40

1. Listen:

You are speaking too softly.

Speak:

You are speaking too \_\_\_\_\_. (softly)

2. Listen:

Walk slowly and quietly

Speak:

Walk \_\_\_\_\_ and \_\_\_\_\_. (slowly, quietly)

## Pronunciation Practice

The Pronunciation Practice video teaches about a way to make your voice sound more confident when you speak to a group.

### Pronunciation Practice Video Script – Lesson 40

1. In this lesson you see Anna trying to become an actor in a play. The director gives her advice.

Director: Now, say your line.

Anna: 'What was that? Hello. Is someone there?'

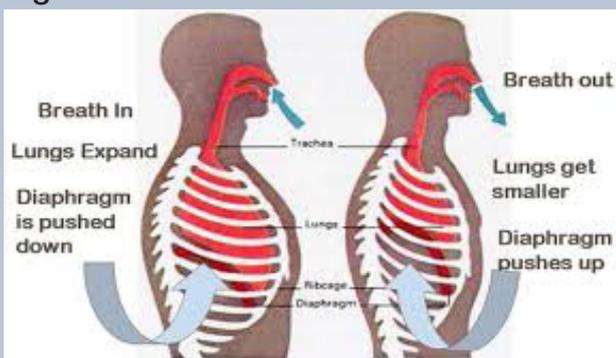
Director: Anna, you are speaking too softly. Can you speak more loudly and a little more, um, seriously?

Often English teachers ask students to give a class presentation. As adults, we may need to give a formal speech.

To speak well to a group, you must learn to talk at a louder level and send your voice farther.

2. One way to improve is to use a part of the body called the diaphragm. Here's a picture of how this muscle works.

Dr. Jill: Many English learners are afraid to speak loudly, That's because they are not sure that what they are saying is correct. When you speak in front of a group you should practice many times so you are more confident about what you are saying. Then, you can learn to speak from the diaphragm, the muscle that pushes the air out of your lungs.



3. Phil: You can learn to speak from your diaphragm. This will help you to send your voice out clearly and loudly So that your audience can hear you better.

Phil: As an exercise stand up straight and put your hand on your abdomen. Feel it go in and out when you breathe.

Dr. Jill: Breathe in and count to five. One, two, three, four, five. Breathe out and say ahh.

Phil: Ahhhh.

Dr. Jill: One, two, three, four, five.

Phil: Do you feel relaxed? You want to be breathing and speaking from that relaxed state.

4. Dr. Jill: Now you try it. Say this sentence as if you were speaking to your friend in the next seat.

Phill: I'm working hard to improve my English.

Dr. Jill: Now say it as if your friend is on the other side of a large room. Use the muscles in your stomach to help you send out your voice.

Phil: I'm working hard to improve my English.

Dr. Jill: Speaking loudly and confidently will help others to understand you better When you speak English.

Phil: Thanks for studying us here on Let's Learn English

## ***Learning Strategy***

Say, “In this lesson, Anna has decided to do something different -- she wants to be an actor on the stage. We see her at an audition or a ‘try out’ for a play. How do you think she feels?” Students should be able to respond with, “She is nervous” or “She is excited” or something similar.

Continue, “As Anna is reading the lines in the script, she is looking to the director to see her reactions. She asks, ‘How am I doing?’ She is asking the director to tell her if her acting is good or not. She listens to the director and changes her voice to sound louder, for example.”

“When we are using English, we can either ask someone to tell us how we are doing, or we can use the strategy, self-evaluate, which means we pay attention to our words and actions and how people respond to them. Let me show you an example.”

Go to the far corner of the room, turn away from the students, and say very softly, “(student name) bring me a pencil.” Then turn around and speak in your normal voice, “(student name), did you hear what I said? No? I knew because you didn’t do what I asked. I can use information like that to help me self-evaluate. I know I was not speaking loudly enough. I can now change my voice and speak more loudly.”

‘Loudly’ is an example of an adverb. We can use adverbs to describe/explain/talk about how someone is doing an action. We often use adverbs when we evaluate and when we self-evaluate.

Self-evaluating when you speak English can really help you improve. We will practice this strategy today.”

## ***Activity Sheet***

Give students copies of the Activity Sheet. Explain, “We will practice using adverbs today, and you will also have a chance to practice your acting skills. When you make the movements of an action, (we call that acting) you can self-evaluate by seeing if your classmates understand what you are pretending to do.” (Explain pretending if students do not yet know the word.)

Write the adverbs used in the activity sheet on the board and have students repeat them after you:

quickly  
loudly  
quietly

angrily  
slowly  
happily

Make sure the students understand the meaning of these adverbs. If time permits, you could ask a student to act out the adverb using classroom actions: “Write your name quickly/slowly; say your name quietly/loudly/angrily/happily.”

Have students form groups of four and do the written section of the activity sheet. They will first match adverbs with the picture that shows the action described. Then they will use the adverbs to write a sentence describing what each person is doing.

Ask four students to come to the front of the classroom to act out a sample conversation as shown below. Have one student act out an activity such as driving.

A: What is she doing?

B: She is driving slowly.

C: No, I think she is reading quietly. She is pretending to be Marisa.

D: Yes, I am reading quietly.

Ask the student who was acting out ‘reading slowly,’ “Will you self-evaluate now? How was your acting?” The student should be able to say something like, “My acting was good because my classmates understood what I was doing.”

Have students do the second part of the activity sheet. Students should take turns being the actor and guessing the actions. As students practice, remind them to self-evaluate their acting by noticing how many guesses their classmates need to make before they guess correctly.

When students have finished, ask several students to tell you how well they acted.

## ***Listening Quiz***

Give each student a paper copy of the listening quiz. Play each question's video and pause for students to answer. Ask students to choose the correct answer.

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

1. Anna says, "I thought about my resolution carefully. I want to be an actor on the stage!"
2. The director says, "Anna, you are speaking too softly. Can you speak more loudly and a little more seriously?"
3. The director says, "You are walking quickly and loudly. Walk slowly and quietly."
4. Anna says, 'I was too early, wasn't I?'
5. Anna says, 'I'm a tree. I'm a tree in ... "The Woods Are Alive!" Yes!'

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

## ***Writing***

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:

In this lesson, Anna tries something new. What new activity do you want to try in the coming year? Why do you want to do it?

Give students time to write. If any would like to share what they wrote, ask them to read their work aloud, using the pronunciation practice advice for speaking to a group. Or students can draw a picture showing the new activity and post it along with what they wrote on the classroom walls to add to the writing gallery.

### Conversation

- Anna: Happy New Year! Some people, at the start of a new year, make a resolution -- a promise to yourself to be better. I thought about my resolution carefully. I want to be an actor on the stage! Today I will audition for a show called "The Woods Are Alive!" Wish me luck!
- Director: Next! What is your name?
- Anna: My name is Anna Matteo.
- Director: Are you ready to audition?
- Anna: (warms up voice) Yes.
- Director: Great. Let's begin on page 1. Here is the story. You are lost in the woods. You are searching desperately for a way out. Suddenly, you hear something. Now, say your line.
- Anna: 'What was that? Hello. Is someone there?'
- Director: Anna, you are speaking too softly. Can you speak more loudly and a little more, um, seriously?
- Anna: Yes, of course I can. 'What was that? Hello. Is someone there?' Is that loud enough?
- Director: Yes, that is loud enough. Let's turn to page 25. In this scene, you are moving slowly and quietly through the woods.
- Director: Anna. Anna! You are walking quickly and loudly. Walk slowly and quietly.
- Anna: I'm walking slowly and quietly. I am walking...
- Director: Anna. Anna. You don't need to say "slowly" and "quietly." Alright, let's try the last scene. Turn to page 48. I say my line first, then you say your line. 'You will never get out of these woods alive! Mwa-ha-ha-ha-ha Mwa-ha-ha-ha-ha!'
- Anna: 'Yes, I will.'
- Director: Okay, Anna, you said that line -- you said that line really late. You need to say it earlier.
- Anna: Sorry. Sorry. Let me try again.
- Director: 'You will never ...'
- Anna: 'Yes, I will.'
- Director: '... get out of the woods alive.'
- Anna: I was too early, wasn't I?
- Director: Yes. Yes, you were.
- Anna: Director, how am I doing?
- Director: You know, Anna. I think that I have the perfect part for you. The costume is in the back. Please go try it on.
- Anna: Awesome! (Anna returns as a tree.)
- Director: Oh, Anna, that fits you perfectly!

Anna: I'm a tree. I'm a tree in ... "The Woods Are Alive!" Yes!

Anna: My new year is starting awesomely! Excuse me, Director! I have a great idea for my tree. Oh, wait! Until next time!

## Key Words

**actor** - *n.* a person who acts in a play or a movie

**audition** - *n.* a short performance to show the talents of someone (such as an actor or a musician) who is being considered for a role in a play or a position in an orchestra

**desperately** - *adv.* in a way that is very sad and or upset manner because of having little or no hope

**director** - *n.* a person who directs a play or a movie

**enough** - *adj.* equal to what is needed

**line** - *n.* the words that an actor speaks in a play, movie or TV show

**loudly** - *adv.* in a manner that makes or causes a lot of noise

**page** - *n.* one side of a sheet of paper

**quickly** - *adv.* at a fast speed; rapidly

**quietly** - *adv.* in a manner that makes little noise

**resolution** - *n.* a promise to yourself that you will make a serious effort to do something that you should do

**scene** - *n.* a division of an act in a play during which the action takes place in a single place without a break in time

**script** - *n.* the written form of a play, movie, or television show

**softly** - *adv.* in a quiet voice or manner

**stage** - *n.* a raised platform in a theater or auditorium where the performers stand

**suddenly** - *adv.* very quickly in usually an unexpected way

## Quiz - Level 1, Lesson 40 - The Woods Are Alive

Listen. Circle the letter of the correct answer.

1. What does Anna plan to do in the new year?

- a. Watch a show on the stage
- b. Become an actor in a show.
- c. Find actors for a show.
- d. Open a new theater

4. What strategy is Anna using when she says, "I was too early, wasn't I?"

- a. Self-evaluate
- b. Planning
- c. Looking for patterns
- d. Personalize

2. What does the director want Anna to do?

- a. Look more desperate
- b. Be less serious
- c. Talk more loudly
- d. Speak more quietly

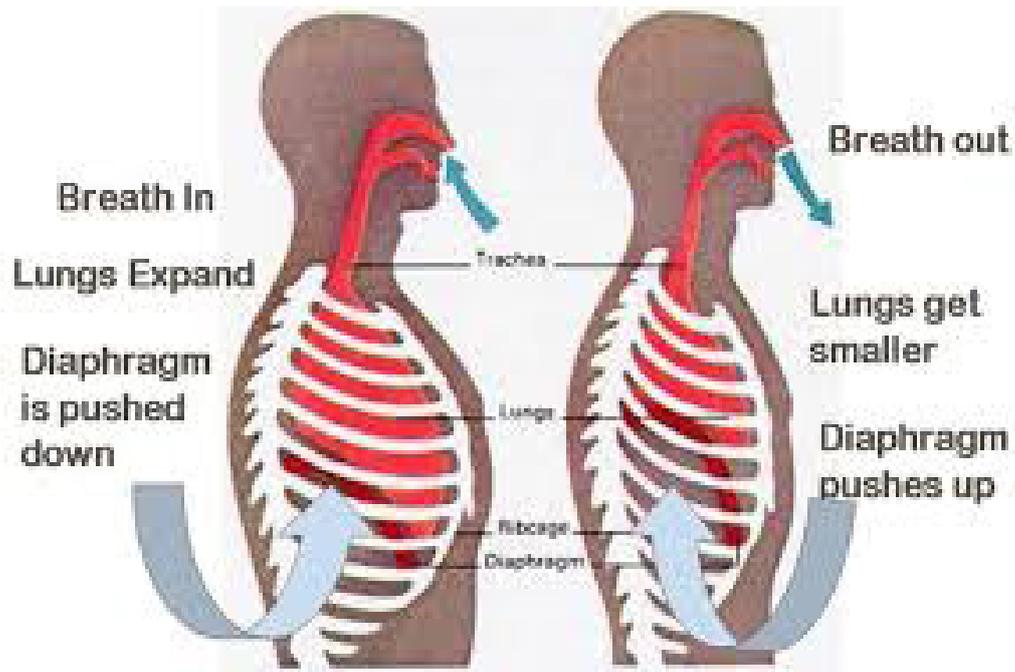
5. Why is Anna happy?

- a. She will be lost in the woods.
- b. Anna will act as a tree.
- c. She will play in the trees.
- d. Anna will help with costumes.

3. What should Anna do?

- a. Walk more quickly and loudly
- b. Move loudly
- c. Walk faster
- d. Move more slowly and quietly

## Breathing to Speak More Loudly



STEP 1

Match the adverbs below with the picture that shows the action they best describe. Then use the adverbs to write a sentence describing what each of the people below are doing.

quickly

loudly

quietly

angrily

slowly

happily



RAOUL



Raoul is playing happily.

BENNY



\_\_\_\_\_

MARISA



\_\_\_\_\_

KIM



\_\_\_\_\_

TONY



\_\_\_\_\_

AGNES



\_\_\_\_\_

STEP 2

Now bring together a group of friends. Have one of your friends choose one of the people above. That friend must pretend to be the person they chose without speaking. The rest of the group should try to guess who they are pretending to be, then take turns pretending as well.



What is she doing?



She is driving slowly.



No! She is reading quietly. She is pretending to be Marisa.





**LEVEL 1**  
**LESSON 41**  
**TEAMWORK WORKS**  
**BEST WITH A TEAM**

**Topics**

Asking for & giving feedback about job performance  
Identifying ways to improve performance at work or school  
Interpreting advice

**Prepare Before Class**

Motivational posters in Resources section

**Learning Strategy**

Focus

**Goals**

**Grammar:** future real conditional (if clauses)

**Speaking:** sentences that include the words “if” and “will.”

**Pronunciation:** pronouncing contrastive stress

**Day 1**

***Introduce the Lesson Topic***

Tell students, “Today we will learn about asking for advice or feedback. One of the things we have learned about is evaluating ourselves - thinking about how well we are doing, for example, how we are learning English. In today’s lesson, we will see people asking others to tell them how they can do better.

Explain that the lesson will also present how to use words “if” and “will” together to talk about things that might happen.

***Teach Key Words***

Have students listen to the Speaking Practice video and say the new words for this lesson or repeat them after you.

## Speaking Practice

After the key words, the video teaches about “if” clauses: the future real conditional.

### Speaking Practice Script – Lesson 41

#### 1. Future real conditionals

It in this lesson you hear sentences that include the word if. The word if is used to talk about the result or effect of something that may happen or may be true.

A sentence with if and will is an English structure we call the future real conditional. But, for now, it’s not very important to remember what it’s called. Instead we will learn how it works:

IF clause	RESULT clause
IF + subject + simple present verb	subject + will + simple future verb
If you look at this chart, you will see something good.	

#### 2. Listen to Ms. Weaver talk about the chart showing the audience numbers:

Ms. Weaver: If you look at this chart, you will see something good. Your audience is big.

In the first half of the sentence Ms. Weaver uses the simple present verb “look.” In the second half of the sentence she uses the simple future verb “will see.”

Her sentence means: “the result of you looking at this chart will be seeing something good.”

#### 3. Now you try it. Make a sentence using the word if using these ideas:

I practice with Let’s Learn English every day.

I learn how to speak American English.

“If I practice with Let’s Learn English every day, I will learn how to speak American English.”

#### 4. Now try another one. You can decide on the result

If I don’t finish my homework tonight, I will \_\_\_\_\_ . (student choice)

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

Tell students that the video will show Anna meeting with her boss, Ms. Weaver, for her yearly review. Play the video or ask a few students to read the conversation.

Tell students to respond when there are pauses in the video.

#### Main Video Script – Lesson 41

**1. Listen:**

If you look at this chart, you will see something good.

**Speak:**

\_\_\_ you look at this chart, you \_\_\_ see something good. (If, will)

**2. Listen:** Working hard looks hard because it really is hard.

**Speak:**

\_\_\_\_\_ hard looks hard because it really \_\_\_ hard. (Working, is)

### ***Learning Strategy***

Ask students, “Have you ever listened to someone with only one ear? We sometimes say a person is ‘listening with only one ear’ when they are not listening carefully. Maybe you are thinking of something, like your lunch, and listening without paying close attention. But then you hear something important to you, and you listen more carefully.”

Continue: “For example, when your teacher is talking and suddenly you hear the word ‘test,’ do you stop thinking about lunch and listen more carefully?” Give students time to respond and make sure they understand the concept.

Continue, “Let’s call this ‘focusing.’” Give examples of other times when you or the students can focus. For example, we might use it when looking for a date on an answer to a history question, or when trying to find a phone number on a website.

Explain, “In this lesson, we will see how Anna focuses when she listens to her boss, Ms. Weaver.”

## ***Pronunciation Practice***

The Pronunciation Practice video teaches that when we want our listener to notice one or two words in a sentence, we can say them louder, or put more emphasis on them.

### **Pronunciation Practice Video Script – Lesson 41**

1. When we want our listener to notice one or two words in a sentence we can say them louder. That is we put more emphasis, or stress, on those words.

For example, when Anna reads the poster in this lesson, she says, “Working hard LOOKS hard because it IS hard.”

2. Now you try it.

In the next sentence, make the words ‘book’ and ‘web’ louder than the other words.

Speak:

I didn’t learn English from a BOOK; I learned it from the WEB.

## ***Learning Strategy***

Say, “In this lesson, we see that Anna is getting her yearly review at work. Do you ever get a yearly review? If you are in school, you may have tests at the end of the year to go to the next grade. People who work in business often have a review at some time during the year to check how well they are doing their job.”

Remind students of the strategy: Focus. “Did you notice what Anna focused on in this lesson? Tell me what Anna paid attention to (or noticed) when Ms. Weaver was talking to her.” Students will most likely respond by pointing out her comments about the cats in the posters that Ms. Weaver showed her.

Ask, “What happened at the end of the video/conversation? Do you think Anna understood what Ms. Weaver wanted her to do?” Give students time to respond. Write their responses on the board. Possible answers may include:

She thinks Ms. Weaver wants to see more cats on the Time Traveling Treehouse.  
She thinks Ms. Weaver wants her to work better with her team to increase their audience.

Discuss with the students how they interpret the events in the story. Revisit the posters. What do you think is Ms. Weaver’s message? This video does not make it clear what Ms. Weaver wanted Anna to do. Ask students to make sentences with their opinions, such as:

If Anna has more cats, her show will be more popular.

If Anna works hard, her audience numbers will go up.

You may want to conduct a vote among the students as to whether Anna focused well.

Continue, “We will practice this strategy today in our lesson.”

### ***Activity***

Give students copies of the Activity Sheet. Explain, “We will practice making if + will sentences (or future real conditionals) today, and you will also have a chance to share your advice on learning English.”

Demonstrate the top activity on the sheet by having a student read aloud the phrase on the left:

If you are late to work often ...

And ask another student to read aloud the phrase on the right side, completing it with the verb ‘lose:’

... you will lose your job.

Ask three students to come to the front of the classroom to show how to do the activity at the bottom of the sheet.

## **Day 4**

### ***Listening Quiz***

Give each student a paper copy of the listening quiz. Play each question’s video and pause for students to answer. Ask students to choose the correct answer.

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

1. Anna says, “Today my boss will tell me what she thinks of my work. Is it good? Or is it bad?”
2. Ms. Weaver says, “As you know, at the start of a new year we have a work review.”
3. Ms. Weaver says that Anna’s audience is going “Down, down, down!”
4. Ms. Weaver’s posters say, “If at first you succeed, you will be a success,” “Working hard looks hard because it really is hard” and “Teamwork works best with a team.”
5. Anna says, “Our audience is not big enough.”

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

## ***Writing***

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. Students may choose one of these topics:

1. Think of a time someone gave you good advice or feedback that helped you to improve yourself. What did the person say to you? What did you do?
2. In this lesson, what do you think Ms. Weaver wants? What do you want to tell Anna about her show?

Give students time to write. If time allows, have students share their writing with a partner and compare the advice they gave or received.

**Working Hard  
Looks Hard**



**Because it  
Really Is Hard**

**TEAMWORK  
WORKS BEST**



**WITH A  
TEAM**

**IF AT FIRST  
YOU SUCCEEDED**



**YOU WILL BE  
A SUCCESS**

## Resources

### Conversation

- Anna: Hi. I am walking to work. Today my boss will tell me what she thinks of my work. Is it good? Or is it bad? Okay, time for work. I am going right now. Okay, okay, I'm going!
- Ms. Weaver: Anna, hello.
- Anna: Hello.
- Ms. Weaver: Sit down. As you know, at the start of a new year we have a work review.
- Anna: Yes. It's time for mine.
- Ms. Weaver: Yes. Anna, this chart shows the audience of The Time Traveling Treehouse. If you look at it, you will see something bad. Your audience is going down, down, DOWN!
- Anna: Ms. Weaver, I think the chart is upside down.
- Anna: Here, let's flip that around. Now, it's right-side up.
- Ms. Weaver: Oh. If you look at this chart, you will see something good. Your audience is big.
- Anna: Good!
- Ms. Weaver: But not big enough.
- Anna: Not good.
- Ms. Weaver: I want to see these numbers go up, and up, and UP!
- Anna: How?
- Ms. Weaver: I have something -- idea posters!
- Anna: (whispers) Idea posters.
- Ms. Weaver: You really ought to think seriously about them. I like this one. Please read it.
- Anna: "If at first you SUCCEED; you will be a success." Well, it's a cute cat.
- Ms. Weaver: Here's another one. I like it.
- Anna: "WORKING HARD looks hard because it really is hard." I see. It's another cute cat.
- Ms. Weaver: This is my favorite.
- Anna: "TEAMWORK works best with a team." A team of cats. Look at all those cats!
- Ms. Weaver: So, Anna, do you understand what I want?
- Anna: Yes, Ms. Weaver. I understand.
- Anna: Okay, team. There is a problem in the Treehouse.
- Amelia: Problem? What's the problem?
- Anna: Our audience is big.
- Bryan: But that's a good thing.
- Anna: No, it is not big enough.
- Anna: Please don't worry. I know what Ms. Weaver wants. Here's the plan.  
(whispers)
- Bryan: Is that what she wants?

Amelia: Are you sure?  
Anna: Yes. Let's get to work!  
Anna: Good job, team. This is exactly what Ms. Weaver wants!  
Anna: Welcome to The Time Traveling Treehouse! Today you will learn about a very popular pet ... cats!  
MINDY: Anna. Did I give you enough cats?  
Anna: I don't know, MINDY. I think we need more cats!

### ***Key Words***

**audience** - *n.* the people who watch, read, or listen to something

**cat** - *n.* a small animal that is related to lions and tigers and that is often kept by people as a pet

**chart**- *n.* information in the form of a table or a diagram

**cute** - *adj.* having a pleasing and usually youthful appearance

**exactly** - *adv.* used to stress that something is accurate, complete, or correct

**flip** - *v.* to cause (something) to turn or turn over quickly

**meow** - *v.* to make a crying sound as cats do

**pet** - *n.* an animal (such as a dog, cat, bird, or fish) that people keep mainly for pleasure

**poster** - *n.* a usually large picture that is put on walls as a decoration

**review** - *n.* an act of carefully looking at or examining the quality or condition of something or someone

**right-side up** - *noun phrase.* with the top or correct side facing up

**succeed** - *v.* to do what you are trying to do or to achieve the correct or desired result

**success** - *n.* a person or thing that succeeds

**teamwork** - *n.* the work done by people who work together as a team to do something

**upside down**- *adv.* in such a way that the upper and the lower parts are reversed in position

# Quiz - Level 1, Lesson 41 - Teamwork Works Best With a Team

Listen. Circle the letter of the correct answer.

1. Why is Anna nervous on her way to work today?

- a. Her boss is going to talk about her work today.
- b. Anna is a little late to work today.
- c. Her boss is angry at her.
- d. Anna made a mistake at work yesterday.

3. What advice is on Ms. Weaver's posters?

- a. Be a success.
- b. Work hard.
- c. Work with a team.
- d. The posters say all of these things.

2. What does Ms. Weaver say happens at the beginning of a new year?

- a. She gives more work to Anna.
- b. She reviews Anna's work.
- c. She changes workers' desks.
- d. She has a change of mind.

4. What does Anna say about the tree house?

- a. The audience is not big enough.
- b. The team doesn't think.
- c. The audience is going down.
- d. The team makes problems.

3. What does Ms. Weaver say about Anna's audience?

- a. Anna is doing something bad.
- b. Her audience is feeling down.
- c. Her audience is going down.
- d. Anna should look at her audience.

## STEP 1

Write the verbs below in the empty spaces in the parts of the sentences below. Then match the parts to make sentences giving advice about the future.

are

do

save

improve

practice

be

lose

study

eat

get

If you are late to work often



... you will \_\_\_\_\_ happy later.

If you \_\_\_\_\_ hard



... you will \_\_\_\_\_ your job.

If you never \_\_\_\_\_ healthy food



... you will \_\_\_\_\_ well in school.

If you \_\_\_\_\_ your money



... you will \_\_\_\_\_ sick.

If you \_\_\_\_\_ the piano



... you will \_\_\_\_\_.

## STEP 2

Now work with a partner to make four sentences about improving your English ability.

### ADVICE

If you watch English movies,  
your listening will improve.

1

2

3

4

If you watch English movies,  
your listening will improve.

Yes! And if you read English books,  
your vocabulary will improve.



**LEVEL 1**  
**LESSON 42**  
**I WAS MINDING MY OWN BUSINESS**

<b>Topics</b> Describing ongoing past activities Asking about past events Giving information about past events Describing a sequence of events	<b>Prepare Before Class</b> Two Student A & Student B Activity Sheets Images of or books about famous detectives
<b>Learning Strategy</b> Read Between the Lines	<b>Goals</b> Grammar: reflexive pronouns; while-clauses; past continuous tense Speaking: reflexive pronouns: herself, ourselves, and yourself Pronunciation: pronouncing /didjə/

**Day 1**

***Introduce the Lesson Topic***

Tell students, “We’re going to solve a mystery today. We can be detectives - like Sherlock Holmes. Do you like mysteries?” Give students time to respond and make sure they understand the concept of a mystery and the word detective.

Compare television or literature mysteries that are popular in the students’ home culture(s), for example, Edgar Allan Poe or Agatha Christie in English-speaking literature, Arturo Perez-Reverte in Spanish literature, Josef Skvorecky in Russian literature, and Jose Luis Borges in Argentina. Ask students to tell you their favorite detective or mystery film or television series.

Continue, “How do detectives solve mysteries? They listen to people and think about what the people are not saying directly. We call that ‘reading between the lines.’” Give an example of a classroom situation: “Let’s say I tell you, ‘Be sure to review this lesson before Friday.’ You can *read between the lines* and guess that I will give you a quiz on Friday.”

Say, “We will practice telling stories too.”

## Teach the Key Words

Have students listen to the Speaking Practice video and say the new words for this lesson or repeat them after you.

## Present the Conversation

Tell students that in the video Anna sees a crime and tries to help find the robbers. She hurts her arm. That is the mystery. The news reporter Guy Newsman wants to know, “How did she hurt herself?” Play the video or ask a few students to read the conversation. Tell students to respond when there are pauses in the video.

### Main Video Script – Lesson 42

1. Listen:

Is that when you hurt your arm?

Speak:

Is that \_\_\_\_\_ you hurt \_\_\_\_\_ arm? (when, your)

3. Listen:

While I was running I tripped and fell.

Speak: While I \_\_\_\_\_ running I

\_\_\_\_\_ and fell. (was running, tripped, fell)

2. Listen:

No, at that time I was not fighting the robbers.

Speak:

No, at that time I \_\_\_\_\_ not \_\_\_\_\_ the robbers. (was, fighting)

4. Listen:

And that's when you hurt your arm!

Speak:

And that's \_\_\_\_\_ you \_\_\_\_\_ your arm! (when, hurt)

Ask students, “Did you notice when Anna said, ‘I was minding my own business?’ She is using the past continuous tense.” Write on the board:

BE (past) + Verb + ing = past continuous

Ask students to find other sentences with the past continuous tense in the conversation.

Write them on the board:

I was yelling

She was yelling

Point out that the above sentences tell us about one action. Contrast the next sentences:

It looks like she hurt herself while she was trying to stop the crime.

Well, I had time while I was resting on a bench.

While I was running, I tripped and fell.

While I was lying on the ground, someone stepped on my arm!

Ask students, “How many actions are in these sentences?” Point to the first sentence to identify the phrases, ‘hurt herself’ and ‘was trying to stop the crime.’ Explain, “These sentences use ‘while’ and the past continuous to tell us that there was an action going on for some time, then one or more other actions or events happened during that time.”

Ask students to come up with some examples from their own lives. Possible answers may be:

While I was sitting at my desk last night, I did my homework.

I sang a song while I was walking to school.

Point out that the verb for the *second* action is in the **simple past tense** in these sentences. Explain, “Sometimes, people leave out the ‘while.’ Look at what Guy said: ‘You hurt your arm in a vending machine buying a bag of chips?’”

Say, “You can also say it this way: ‘You hurt your arm in a vending machine while you were buying a bag of chips?’”

## Day 2

### ***Learning Strategy***

Remind students of the question the news reporter asked in the conversation for this lesson: “Anna, what did you see and what happened to your arm?”

Continue, “In this lesson, Guy, the reporter, uses a strategy we can call, ‘read between the lines.’ That means he makes a guess, based on his understanding and what he hears Anna saying.

How many times does he guess how she hurt her arm?” Give students a chance to look at the conversation and tell you the times he asks about her arm (he makes five guesses).

“When you watched this video (or listened to the conversation), What did you think? Did you guess that she hurt her arm falling or fighting the robbers?” Give students a chance to respond, telling you what event they thought was the accident that hurt Anna’s arm.

Continue, “Now you can ‘read between the lines’ like all good detectives. And when you read in English, you can do the same thing to guess at the meaning of the writer.”

## Speaking Practice

After the key words, the video teaches how to use reflexive pronouns like herself, ourselves, and yourself.

### Speaking Practice Script – Lesson 42

1. In this lesson you hear a new kind of pronoun. Listen to the news reporter.

Guy: It looks like she hurt herself when she was trying to stop the crime.

When the news reporter says, “It looks like she hurt herself,” he is using the reflexive pronoun “herself.”

2. We use a reflexive pronoun when the same person is the subject and the object of the sentence. In the example that you just heard, the meaning is “It looks like Anna hurt Anna.”

Anna is the subject of the sentence and also the object, or the thing that receives the action of the verb.

3. Listen to another example from this lesson:

Guy: Okay we have to find “ourselves” another story, guys.

In this sentence, Guy is saying that he and his crew have to find a more interesting news story. He uses the reflexive pronoun “ourselves.”

Notice the spelling change: the letter “f” in self changes to “ves” when the word is plural.

4. Here is a chart that shows the pronouns we have learned and let’s learn English Up to now. Say the new ones with us. Note the spelling changes in the plural forms.

myself	itself
yourself	ourselves
herself	yourselves
himself	themselves

Make a sentence with these two ideas:

Listen:

I made cookies.

The cookies are for me

Speak:

I made cookies for \_\_\_\_\_. (myself)

## Pronunciation Practice

The Pronunciation Practice video teaches how English speakers pronounce the words “did you” quickly and learn to say them as /didjə/.

### Pronunciation Practice Video Script – Lesson 42

1. When English speakers pronounce the words “did you” quickly, they usually say them as /didjə/. Listen to the reporter asking Anna a question.  
Guy: Anna, What did you see and what happened to your arm?

2. Now you try it.  
Listen to this sentence. Then say it quickly and pronounce “did you” as /didjə/.  
How did you hurt yourself?  
Speak:  
How \_\_\_\_\_ hurt yourself? (/didjə/)

## Activity

Give students copies of the Activity Sheets. Half of the class should get the two Student A sheets and the other half should get the two Student B sheets. Explain, “We will play a fun game and practice the reflexive pronouns and the past continuous today.”

First, ask students to complete the box at the top left and the bottom left side. They can check their words with their partner.

This activity is like the game, ‘Mad Libs.’” Have two students come to the front to demonstrate the activity. Give each of them one of the two worksheets.

Ask Student A to give you any verb in the past continuous form. For example, ‘was eating.’ Then, instruct Student B to insert the verb into the first sentence with a blank, as in “ Next, while I was eating the bus to work...”

After students laugh, suggest that the partner come up with a correct verb for the sentence, such as “was riding.” Explain that in the “Mad Lib” game, the sentences don’t have to make sense, as long as the verb structure is correct. The object is to have fun with the strange pairings of verbs and pronouns.

Have students form partners do the activity sheets together. When students have finished, ask several pairs to tell you the funniest sentences they came up with.

## ***Listening Quiz***

Give each student a paper copy of the listening quiz. Play each question's video and pause for students to answer. Ask students to choose the correct answer.

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

1. Anna says, "Today my boss will tell me what she thinks of my work. Is it good? Or is it bad?"
2. Ms. Weaver says, "As you know, at the start of a new year we have a work review."
3. Ms. Weaver says that Anna's audience is going "Down, down, down!"
4. Ms. Weaver's posters say, "If at first you succeed, you will be a success," "Working hard looks hard because it really is hard" and "Teamwork works best with a team."
5. Anna says, "Our audience is not big enough."

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

## ***Writing***

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. Students may choose one of these topics:

1. In this lesson, Anna hurt herself in the vending machine. Did you ever hurt yourself by accident? What were you doing when you hurt yourself?
2. Tell about a mystery in your own life. You may tell about a real event or one that you imagine.

Give students time to write. If time allows, have students share their writing with a partner.

### *Conversation*

- Guy:** Hello. I'm Guy Newsman with News Channel XYZ. I'm here in Washington, D.C. at the scene of a crime. We are talking with this woman. She saw the crime during her lunch break. It looks like she hurt herself while she was trying to stop the crime. Tell us your name.
- Anna:** Hi, Guy. I'm Anna.
- Guy:** Anna, what did you see and what happened to your arm?
- Anna:** Guy, I was minding my own business. See, I work over there.
- Guy:** Um-hum
- Anna:** I left work to get some lunch. Then suddenly, I heard a woman yelling. She was yelling like this ... "Help! Help!"
- Guy:** Um-hum
- Anna:** Two robbers were grabbing her bag like this. She was hitting them with her umbrella.
- Guy:** Is that when you hurt your arm?
- Anna:** No. At that time, I was not fighting the robbers.
- Guy:** Um-hum.
- Anna:** See. I was too far away and I didn't have my own umbrella.
- Guy:** So, what happened next?
- Anna:** They grabbed her bag and ran away! So, I grabbed her umbrella and ran after the robbers.
- Guy:** Then that is the time that you hurt your arm?
- Anna:** No. I was yelling, "Stop, robbers! Stop!" She was yelling, "Hey, come back with my umbrella!"
- Guy:** Were you afraid?
- Anna:** I had no time to be afraid, Guy. Well, I had time while I was resting on a bench. I had a lot of time.
- Guy:** Then what happened?
- Anna:** The robbers got on a bus. So, I ran after the bus.
- Anna:** While I was running, I tripped and fell.
- Guy:** And that is the time that you hurt your arm?
- Anna:** No. While I was lying on the ground, someone stepped on my arm!
- Guy:** Ouch. That's too bad.
- Anna:** Yeah. And they didn't apologize. Well, then the robbers got themselves kicked off the bus.
- Guy:** Why?
- Anna:** They didn't pay. You've got to pay when you get on a bus. The police came and took them away.
- Guy:** And that's when you hurt your arm!

Anna: No.  
Guy: Then, when did you hurt yourself?  
Anna: Well, Guy, by this time, I was feeling very hungry. So, I went to my office to get a snack.  
Ms Weaver: Anna, I'm calling for help right now.  
(on the phone) Hello? Yes, please come right away. My co-worker is stuck in a vending machine.  
Guy: You hurt your arm in a vending machine buying a bag of chips?  
Anna: I was really hungry and the bag was stuck. I had to -  
Guy: That's all from News Channel XYZ. This is Guy Newsman saying goodbye.  
Guy: Okay, we have to find ourselves another story, guys.  
Anna: Until next time! Hi Mom!!

### ***Key Words***

**arm** - *n.* either one of the two long body parts that join the top of your body at the shoulder and that end at the hand or wrist

**chips** - *n.* thin, hard, and usually salty pieces of food

**crime** - *n.* an illegal act for which someone can be punished by the government

**fall** (past tense: fell) - *v.* to come or go down suddenly from a standing position

**grab** - *v.* (past participle: grabbing) to quickly take and hold (someone or something) with your hand or arms

**ground** - *n.* the soil that is on or under the surface of the earth

**kick off** - *phrasal verb.* (past tense: kicked off) force (someone) to leave

**lie** - *v.* (gerund: lying) to be in a flat position on a surface

**minding my own business** - *idiom.* doing what you normally do and not bothering anyone

**robber** - *n.* a criminal who steals money or property or a thief who robs people

**snack** - *n.* a small amount of food eaten between meals

**step** - *v.* to put your foot down — usually + in or on

**stuck** - *adj.* difficult or impossible to move from a position

**trip** - *v.* (past tense: tripped) to fall or nearly by accidentally hitting your foot on something as you are walking or running

**umbrella** - *n.* a device that is used for protection from the rain and sun

**vending machine** - *n.* a machine that you put money into in order to buy food or drinks

## Quiz - Level 1, Lesson 42 - I Was Minding My Own Business

Listen. Circle the letter of the correct answer.

1. Why does the reporter want to talk with Anna?

- a. He wants to learn about Washington DC.
- b. She was the victim of a crime.
- c. He wants to find out how she hurt her arm.
- d. She was watching the police stop a crime.

5. What did Anna do?

- a. Anna hit the robbers with an umbrella.
- b. She grabbed the robbers and ran with them.
- c. Anna took the woman's umbrella and ran.
- d. She grabbed the woman's bag and ran away.

2. What was happening to the woman?

- a. She was taking Anna's umbrella.
- b. Two robbers were taking her bag.
- c. She was taking a bag from Anna.
- d. Two robbers were hitting her.

6. When did Anna have time to be afraid?

- a. When she was running after the robbers.
- b. After the robbers took the bag.
- c. When she was resting on the bench.
- d. Before she went back to work.

3. What strategy is Guy using when he asks, "Is that when you hurt your arm?"

- a. Personalize
- b. Cooperate
- c. Use Selective Listening
- d. Read Between the Lines

7. Why did Anna fall?

- a. Anna fell off of the bus.
- b. She was getting on a bus quickly.
- c. The bus ran into Anna.
- d. She tripped while she was chasing the robbers.

4. Why could the robbers run away from Anna?

- a. She was too far away and didn't have her umbrella.
- b. The robbers hurt her arm.
- c. She was too afraid of them and it was raining.
- d. The robbers took her umbrella.

8. How did Anna hurt herself?

- a. Anna tripped and fell on a bag of chips.
- b. She was trying to get a bag of chips from a machine.
- c. Anna fell when she was going back to work.
- d. She was helping Ms. Weaver move a vending machine.

STEP 1

Change the verbs below into the past continuous form and use them to complete the sentences with the pictures best describing what happened. Read your sentences to your partner. Then change the pronouns below to the reflexive pronoun form.

STUDENT A

eat



You were eating dinner.

study



I \_\_\_\_\_ math.

drive



she \_\_\_\_\_ to work.

fight



We \_\_\_\_\_ .

Please give me a past continuous verb!

Please also give me a reflexive pronoun!

me

myself

you

her / him

it

us

you (plural)

they

was cooking

myself

## STEP 2

Now ask a partner to give you any two verbs in the past continuous form and any two reflexive pronouns. Write them into the blanks in the story and let your partner read it. Then give your partner any two past continuous verbs and any two reflexive pronouns. Read their story and remember that reflexive pronouns can only be used in certain ways. Correct any mistakes in their use.

## STUDENT A

## The Worst Day Ever

Yesterday was the worst day  
of my life.

First, while I was cooking breakfast,  
(past continuous verb)

I burned myself ! Then, while  
(reflexive pronoun)

I \_\_\_\_\_ my car to school,  
(past continuous verb)

a self-driving car crashed \_\_\_\_\_  
(reflexive pronoun)

into me! I got to work okay. But then,

when my friends and I \_\_\_\_\_  
(past continuous verb)

\_\_\_\_\_ on our project, my  
(past continuous verb)

friends started fighting and got

\_\_\_\_\_ kicked out!  
(plural reflexive pronoun)

What a horrible day!



## STEP 1

Change the verbs below into the past continuous form and use them to complete the sentences with the pictures best describing what happened. Read your sentences to your partner. Then change the pronouns below to the reflexive pronoun form.

### STUDENT B

play



You were playing tennis.

ride



I \_\_\_\_\_ a horse.

talk



she \_\_\_\_\_ to me.

relax



We \_\_\_\_\_ .

Please give me  
a past continuous  
verb!

Please also  
give me a  
reflexive  
pronoun!



me

myself

you

her / him

it

us

you (plural)

they

was sleeping

themselves



## STEP 2

Now ask a partner to give you any two verbs in the past continuous form and any two reflexive pronouns. Write them into the blanks in the story and let your partner read it. Then give your partner any two past continuous verbs and any two reflexive pronouns. Read their story and remember that reflexive pronouns can only be used in certain ways. Correct any mistakes in their use.

## STUDENT B

## The Best Day Ever

Yesterday was the best day  
of my life.

First, while I was sleeping, my  
(past continuous verb)  
children made themselves, breakfast  
(reflexive pronoun)  
so I did not have to wake up early!

Next, while I \_\_\_\_\_ the bus to work,  
(past continuous verb)  
my boss called and said all my co-workers  
and I could have the day to \_\_\_\_\_.  
(reflexive pronoun)

Then while my family \_\_\_\_\_ in the  
(past continuous verb)  
garden, the ice cream truck came and we

bought \_\_\_\_\_ ice cream!  
(reflexive pronoun)

It was a great day!





<b>Topics</b>  Polite requests Expressing past and future ability and obligation	<b>Prepare Before Class</b>  Small objects (such as coins or game pieces)
<b>Learning Strategy</b>  Use what you know	<b>Goals</b>  Grammar: Modal verbs Speaking: Modal verbs “would” and “could” Pronunciation: Informal pronunciation with “what are you” and “would you”

**Day 1**

***Introduce the Lesson Topic***

Tell students, “Today we will learn about making polite requests. In other words, you will learn how to ask people to do an action in a kind, agreeable manner.”

Ask students, “Can you think of a time when you asked friends for help?” Encourage students to share events from their own life.

Say, “In this week’s lessons, we will see how Anna asks friends for help. We will learn how to ask for help in a friendly way.”

***Teach Key Words***

Have students listen to the Speaking Practice video and say the new words for this lesson or repeat them after you.

## Speaking Practice

After the key words, the video teaches about modal verbs.

### Speaking Practice Script – Lesson 43

1. In this lesson, Anna asks her friends to help her. She uses modal verbs to make her requests more polite.

Modals are special verbs that help people show how they think about a possible fact or action.

Today, we will learn how to use would and could.

2. Listen to how she uses the modal verb “would” and the verb phrase “be able to” when she talks with Marsha and Ashley:

Anna: Would you be able to come downtown? Please?

Anna: Would you be able to come downtown? And could you give me \$20?

3. Another way to ask politely is to use “could.” Anna uses the modal verb “could” to ask Jonathan for money:

Anna: Well, I was wondering if you could give me some money.

Now you try it.

Ask politely for help:

Speak:

I need to practice speaking English.  
\_\_\_\_\_ you please help me? (Could)

Say, “Now we are going to practice some more.”

Ask students to write down one sentence using ‘would.’

Ask a few students to share their sentences.

Ask students to write down one sentence using ‘be able to.’

Ask a few students to share their sentences.

Ask students to write down one sentence using ‘could.’

Ask a few students to share their sentences.

Tell students, “We will keep working with these words in future classes.”

### Present the Conversation

Tell students that the video will show Anna calling her friends for help. Play the video or ask a few students to read the conversation. Tell students to respond when there are pauses in the video.

#### Main Video Script – Lesson 43

1. Listen:  
Would you be able to come downtown?

Speak:  
\_\_\_\_\_ you \_\_\_\_\_ come downtown?  
(would, be able to)

2. Listen:  
I was wondering if you could give me some money.

Speak:  
I was wondering if you \_\_\_\_\_ me some money. (could give)

### Pronunciation Practice

The Pronunciation Practice video teaches how to pronounce “what are you” and “would you.” When words are written between slanted lines /\_/, it is the sound you hear.

#### Pronunciation Practice Video Script – Lesson 43

1. In this lesson, you learn about asking for help politely.

When we talk with our friends, it is polite to sound more friendly by using casual or informal pronunciation.

Listen to how Anna says the words “would you” in an informal way with her friend Ashley.

Anna: Hi, Ashley, Hi!  
What are you /whatchə/ doing?  
Ashley: Oh! Hi Anna!  
Anna: Ashley, I was wondering, uh, would you /wooje/ be able to come downtown?  
And could you give me \$20?

2. Anna pronounces “what are you” as /whatchə/ and “would you” as /wooje/

Now you try it.

These sentences use formal pronunciation.

Listen, then say them using an informal pronunciation.

Listen:  
What are you doing tomorrow? Would you like to go to the movies?

Speak:  
\_\_\_\_\_ doing tomorrow? (/whatchə/ )  
\_\_\_\_\_ like to go to the movies?  
(/wooje/)

## ***Learning Strategy***

Tell students that in today's lesson, they will learn to 'use what you know.'

Give an example. Point out how Anna finally solves her problem -- she plays her ukulele on the street, asking for money.

Say, "Anna knows that other people earn money by playing music on the street. She also knows how to play the ukulele. So she used what she knows to solve her problem. When we are speaking English and meet with a problem, we can also use what we know."

Explain, "Let's say I want to say something about this picture. I don't know what to call this machine. So, I can use some words I do know in English to describe it. I might say, 'This picture shows a machine with wheels and long, thin metal pieces. It looks a little like a rake. I think it's a piece of old farming equipment.'"



Continue, "Do you see what I did? I used what I know to tell you about the machine. In the activity for this lesson, we will practice using what we know, along with making polite requests and giving excuses."

## **Activity**

Give students copies of the Activity Sheet.

Say, “Today we will practice using what we know and making polite requests with a game.”

Have two students come to the front to model the activity. Tell one to ask the question on the left side of the sheet:

Could you drive me to the airport?

Then point out the images showing a doctor and a person who looks ill. Ask a student to fill in the spaces and give an excuse: “Sorry, I have to go to the doctor.”

Tell students to continue in this manner and then find a partner to play the game with.

## **Day 4**

### **Listening Quiz**

Give each student a paper copy of the listening quiz. Play each question’s video and pause for students to answer. Ask students to choose the correct answer.

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

1. Anna says, “It’s times like this I remember my father’s important words. He said, “Anna, never ... ” No wait, “Always have emergency money.”
2. Marsha says. “Anna, I can’t. I’m too busy. I have to give a big presentation in one hour. Sorry!”
3. Ashley says, “Anna, I’m not worried about the money. I’m babysitting.”
4. Jonathan says, “I’m at the airport with my mother. Her flight leaves in two hours.”
5. Anna says, “Well, Plans A, B, C, D and E did not work. Think, Anna, think. Time for Plan F. (singing) Won’t you give, could -- Thank you very much, sir!”

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

### **Writing**

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:

Did you ever have a problem that a friend helped you to solve?

## Resources

### Conversation

- Anna: Hey there! Tonight, I am teaching my ukulele class. It is far away. So, I am going to ride the Metro. Oh, no! I lost my wallet! It has my Metro card, my credit card and my money! Oh, no!
- Anna: It's times like this I remember my father's important words. He said, "Anna, never ... " No wait, "Always have emergency money." ." (Anna pulls an envelope out of her bag and looks inside) It's empty. Time for Plan B. 'Extra Emergency Money.' (Anna pulls another envelope out of her bag and looks inside)
- Anna: No! It's empty too! Anna, it's time for Plan C.
- Anna: Hi, Marsha!
- Marsha: Hi Anna. What's up?
- Anna: I'm stuck downtown without any money. Would you be able to come downtown? Please?
- Marsha: Anna, I can't. I'm too busy. I have to give a big presentation in one hour. Sorry!
- Anna: That's ok. Good luck with your presentation!
- Marsha: Thanks!
- Anna: Time for Plan D.
- Anna: Hi, Jonathan! How's it going?
- Jonathan: Hey, Anna. Things are great. What's up?
- Anna: Well, I was wondering if you could give me some money.
- Jonathan: What?
- Anna: See, I lost my wallet and I'm stuck downtown and I --
- Jonathan: Anna, I wish I could. I'm at the airport with my mother. Her flight leaves in two hours.
- Anna: That's okay. Tell your Mom to have a nice trip!
- Jonathan: I do wish I could help. Thanks.
- Anna: 'Bye.
- Anna: This is serious. Time for ... Plan E.
- Ashley: Hello.
- Anna: Hi, Ashley! What are you doing?
- Ashley: Oh! Hi Anna!
- Anna: (Anna hears a child crying through the phone.) Ashley, I was wondering, uh, would you be able to come downtown? And could you give me \$20?
- Ashley: Anna, I can't.
- Anna: I'll pay you back the money. I promise.
- Ashley: Anna, I'm not worried about the money. I'm babysitting. (off-camera to niece) That was very, very, bad!

Anna: Well, losing your wallet is bad, but it's not the end of the world, Ashley.

Ashley: I was talking to my niece, Anna.

Anna: Well, thanks anyway, Ashley!

Ashley: Good luck getting money.

Anna: Good luck babysitting!

Ashley: Thanks.

Anna: Well, Plans A, B, C, D and E did not work. Think, Anna, think. Time for Plan F.

Anna: (singing) Won't you give, could -- Thank you very much, sir! -- would you give me money, won't you give -- Thank you very much! -- could you give, won't you give me money -- until next time! -- won't you give me money?

## Key Words

**airport** - *n.* a place where aircraft land and take off and where there are buildings for passengers to wait in and for aircraft to be sheltered

**babysit** - *v.* to take care of a child while the child's parents are away

**could** - *modal verb.* used in speech to make a polite request or suggestion

**downtown** - *adv.* to, toward, or in the main or central part of a city or town

**emergency** - *n.* an unexpected and usually dangerous situation that calls for immediate action

**empty** - *adj.* containing nothing

**flight** - *n.* a journey on an airplane

**presentation** - *n.* an activity in which someone shows, describes, or explains something to a group of people

**wallet** - *n.* a small folding case that holds paper money or credit cards

**without** - *prep.* not having or including (something)

**wonder** - *v.* to have interest in knowing or learning something

**worried** - *adj.* feeling or showing fear and concern because you think that something bad has happened or could happen

**would** - *modal verb.* used to ask a polite question or to make a polite request, offer, or invitation

## Quiz - Level 1, Lesson 43 - Time for Plan B

Listen. Circle the letter of the correct answer.

1. What does Anna remember?

- a. The words of her father
- b. To call her father
- c. To bring emergency money
- d. Her father's wallet

4. What does Jonathan have to do?

- a. Help a friend get to the airport
- b. Wait with his mother at the airport
- c. Go on a trip with his mother
- d. Take Anna to the airport

2. What is Marsha's answer to Anna's question?

- a. She is not able to give Anna money.
- b. Marsha must present at work soon.
- c. She will go downtown to help Anna.
- d. Marsha is listening to the television.

5. What strategy is Anna using when she plays her ukulele?

- a. Use Selective Attention
- b. Summarize
- c. Use What You Know
- d. Focus

3. What does Ashley tell Anna?

- a. Anna is a very bad friend.
- b. Ashley lost her wallet, too.
- c. She is worried about money.
- d. Ashley is watching her niece.

STEP 1

Finish the sentence below using words from the word bank.

WORD BANK

have

able

go

airport

am

doctor

tired

drive

be

would

to

could



Could you drive  
me to the airport ?



Sorry, I \_\_\_\_\_  
\_\_\_\_\_ to the \_\_\_\_\_ .



\_\_\_\_\_ you \_\_\_\_\_  
\_\_\_\_\_ to call a taxi for me?



Sorry, I \_\_\_\_\_ too  
\_\_\_\_\_ .



GAME INSTRUCTIONS

Each player places an object on the 'Start' space. Take turns closing your eyes and touching the numbered space below. The number you touch tells you how many spaces forward you move. The different spaces have different rules. Follow the instructions on the dark spaces. On the white spaces, let your partner read the question aloud. Look at the picture next to the number you touched and use what you know to create an excuse as a response. If you cannot think of an excuse you must move back to your original space. The first person to reach the 'Finish' space wins.

**START** **GO BACK TO START** Could you help me clean my apartment? Would you be able to carry my books? **MOVE AHEAD ONE SPACE**

Could you show me where the library is? **GO BACK TO START** **FINISH** **LOSE YOUR NEXT TURN** Would you be able to help me study?

Could we stay with you this weekend? **CHANGE PLACES WITH YOUR FRIEND**

Would you be able to cook us dinner? **MOVE AHEAD TWO SPACES** Would you be able to take her to school? **GO BACK ONE SPACE** Could you show me how to fix my bicycle?

I touched the number 2. I go two spaces ahead.  
Sorry, I have to go to a party.

**NUMBER PAD**

1	2	3	1	2
2	4	1	4	1

Okay. "Could you help me clean my apartment?"



**LEVEL 1**  
**LESSON 44**  
**MAKING**  
**HEALTHY**  
**CHOICES**

<b>Topics</b> Nutrition Food Choices	<b>Prepare Before Class</b> Photos of healthy foods and junk foods for practice activities
<b>Learning Strategy</b> Classify	<b>Goals</b> Grammar: Modals Speaking: “Mustn’t” and “don’t have to” Pronunciation: “Mustn’t”

**Day 1**

***Introduce the Lesson Topic***

Tell students, “Today we will learn about saying actions that you must do and actions that you do not have to do.”

Ask students, “Can you think of a time someone told you that you must not do something?” Write their answers on the board. Then ask them, “Can you think of a time when someone told you that you had a choice to do something?”

Say, “Today we will learn how to talk about those things in English.”

***Teach Key Words***

Have students listen to the Speaking Practice video and say the new words for this lesson or repeat them after you.

## Speaking Practice

After the key words, the video teaches about the difference between “mustn’t” and “don’t have to.”

### Speaking Practice Script – Lesson 44

1. Difference between mustn’t and don’t have to

The modal verb “must” means that a person has a strong obligation or need to do something, as in “You must drink water to live.”

When “must” is used with a negative, “not,” it means you have a strong obligation to NOT do that thing. The short form of “must not” is “mustn’t.”

2. In this lesson, the two parts of Anna’s mind tell her what she should or should not buy at the supermarket.

Anna’s “Healthy” thoughts talk in a formal way, using “mustn’t.”

Healthy\*: Anna, you mustn’t eat junk food. Junk food will kill you.

3. Anna’s “Junky” thoughts talk in an informal way, using “don’t have to.” This has the opposite meaning of “mustn’t.”

If someone tell you that you don’t have to do something, they mean you have a choice. It is not necessary to do the thing. Listen to Anna’s “Junky” thoughts tell her she doesn’t have to buy bread.

Junky: You don’t have to buy bread. Buy some donuts, Anna!

4. Now you try it. Tell a friend about a thing they must NOT do.

Listen to this example:

You mustn’t stop trying to learn English.

Speak: You mustn’t \_\_\_\_\_ (student choice)

Now tell a friend something they don’t have to do.

Listen:

You don’t have to talk like a native speaker.

Speak: You don’t have to \_\_\_\_\_. (student choice)

### Day 2

#### *Present the Conversation*

Tell students that the video will show Anna going to the store. One part of her wants junk food. The other part wants healthy food. Play the video or ask a few students to read the conversation.

Tell students to respond when there are pauses in the video.

## Main Video Script – Lesson 44

1. Listen: It is important to eat healthy foods.

Speak: It is \_\_\_\_\_ to eat \_\_\_\_\_ foods.  
(important, healthy)

2. Listen: She mustn't buy donuts.

She \_\_\_\_\_ buy donuts. (mustn't)

## Pronunciation Practice

The Pronunciation Practice video teaches how to pronounce “must” and “mustn't.”

### Pronunciation Practice Video Script – Lesson 44

1. When English speakers say the word “must” they pronounce the /t/ sound at the end.

Listen to Anna’s “Healthy” thoughts in the supermarket:

Healthy: Good idea, Anna. You must eat more vegetables ... like celery!

But when English speakers say the word “mustn't” they do not pronounce the first /t/ sound.

They do pronounce the /t/ sound at the end of the short form of “not.”

2. Listen again to Anna’s “Healthy” thoughts in the supermarket.

Healthy: Anna, you mustn't eat junk food. Junk food will kill you.

Now you try it. Repeat this sentence and notice how you pronounce “mustn't” with only one /t/ sound.

Listen:

I must practice English every day. I mustn't stop listening to English on VOA Learning English.

Speak:

I \_\_\_\_\_ practice English every day. I \_\_\_\_\_ stop listening to VOA Learning English.  
(must, mustn't)

Tell students, “Now we will practice some more.” Write Healthy’s lines on the board:

1. Good idea, Anna. You must eat more vegetables ... like celery!

2: Anna, you mustn't eat junk food. Junk food will kill you.

Ask students to work in pairs to repeat the lines. Tell them to be very careful to pronounce the words just like in the video. Give them other sentences to practice if time is left in class.

## ***Learning Strategy***

Tell students that in today's lesson, they will learn to classify, or group words that are alike.

Give an example. Say, "Anna is classifying when she says she has some thoughts about eating healthy foods, and different thoughts about eating junk food. You can classify when you group words that you want to learn. For example, you can think about whether a new word is a noun or a verb. Or you can group words used to talk about a topic, like food."

Continue, "There are many ways we use classifying when we learn a new language. We'll practice it in our activity today."

## ***Activity***

Give students copies of the Activity Sheet.

Explain, "Begin by matching the pictures at the top with the words."

Help students to match the picture of ice cream with the words.

Ask students to start. "Can you classify ice cream? Is it healthy?" Tell students to use one of the Measure Words in the box to make their sentences.

If they say "Yes, ice cream is healthy" ask them to make a sentence with 'must' as in, "You must eat a little ice cream."

If they say ice cream is junk food, they should make a sentence like, "You mustn't eat lots of ice cream."

Have students form partners do the activity sheet together.

When students have finished, ask several students to tell you one or two of the sentences they wrote or have them write the sentences on the board.

## ***Listening Quiz***

Give each student a paper copy of the listening quiz. Play each question's video and pause for students to answer. Ask students to choose the correct answer.

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

1. Anna says, "I'm hungry. When I'm hungry, I only want to eat junk food! But I know I should eat healthy food. So, I fight with myself. One side says, 'You should eat healthy food.' The other side says, 'But I want to eat junk food!'"
2. Healthy says, "Good idea, Anna. You must eat more vegetables ... like celery!"
3. Junky says, "Celery is 95 percent water - 100 percent NOT ice cream. I love the web!"
4. Anna says, "Will you two please be nice to each other? It is important to eat healthy foods. But, a little junk food will not kill me."
5. Healthy says, "No wait, go back! Go back! We forgot fruit. Go back!!"

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

## ***Writing***

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 do you think about when you shop for food? Do you sometimes fight with yourself as Anna does in this lesson? What do you fight about?

Give students time to write. If time allows, have students trade with a partner and read each other's work.

## Resources

### Conversation

- Anna: Hi there, Ashley!
- Ashley: Anna! Hi! Where are you going?  
(Anna's stomach growls loudly)
- Ashley: What was that?
- Anna: I'm hungry. When I'm hungry, I only want to eat junk food! But I know I should eat healthy food. So, I fight with myself. One side says, 'You should eat healthy food.' The other side says, 'But I want to eat junk food!'
- Ashley: Well, Anna, go to the Giant supermarket. You should be able to find all kinds of food there - for all of you.
- Anna: Good idea, Ashley. See you later!
- Ashley: 'Bye, Anna.
- Anna: Wow! This supermarket is huge! Look at all of these fruits and vegetables! I should eat more vegetables.
- Healthy\*: Good idea, Anna. You must eat more vegetables ... like celery!
- Junky\*: Celery?! Do you know what the web says about celery?
- Anna: No, what?
- Junky: "Celery is 95 percent water - 100 percent NOT ice cream." I love the web!
- Healthy\*: Anna, you mustn't eat junk food. Junk food will kill you.
- Junky\*: You are being silly.
- Healthy: No, you are!
- Junky: No, you are.
- Anna: Will you two please be nice to each other? It is important to eat healthy foods. But, a little junk food will not kill me. Hmm, ice cream. Ice cream does sound good.
- Junky: Take this cart to the frozen food aisle!
- Healthy: No wait, go back! Go back! We forgot fruit. Go back!!
- Anna: Okay, we are in the frozen food aisle!
- Junky: Mmm, ice cream!
- Healthy: Mmm, frozen peas!
- Junky: Nobody says, 'Mmm, frozen peas. They say, 'Mmm, ice cream!
- Healthy: Mmm, frozen peas!!
- Junky: Mmm, ice cream!!
- Anna: I am not going to tell you two again! Stop fighting!
- Anna: I smell fresh bread! I love the smells of a bakery!
- Healthy: Oh, Anna, let's buy a fresh loaf of whole wheat, organic bread!
- Junky: You don't have to buy bread. Buy some donuts, Anna!
- Healthy: You mustn't buy donuts. They are only fat and sugar.
- Junky: Exactly! You know, you are really no fun at all.

Healthy: And you must think having high cholesterol is fun.  
Junky: Everyone likes donuts! That is why you don't have friends!  
Healthy: And that is why your cholesterol is so high!  
Junky: My cholesterol is none of your business!!  
Healthy: And I have lots of friends!!  
Anna: Stop it! Stop it! Stop it! I am sick and tired of the both of you!!  
Anna: I know what you two need!  
Junky: Anna! What are you doing?  
Healthy: Put me down!  
Anna: You two need to cool off!  
Anna: I am going to go buy my healthy food and my junk food! Good bye!  
Anna: Until next time ...

*\* Note: "Healthy" and "Junky" are Anna's thoughts about what she should eat.*

## Key Words

**aisle** - *n.* a passage where people walk through a store or market

**bakery** - *n.* a place where bread, cakes, cookies, and other baked foods are made or sold

**cart** - *n.* (shopping cart) a metal basket on wheels used to hold groceries while you are shopping

**cholesterol** - *n.* a substance that is found in the bodies of people and animals, a high percentage raises the risk of coronary heart disease

**cool off** - phrasal verb. to become calm after a period of anger or conflict

**fat** - *n.* an oily solid or liquid substance in food

**freeze** - *v.* to become a hard substance (such as ice) because of cold (past participle: frozen)

**healthy** - *adj.* good for your health or healthful

**junk food** - *n.* food that is not good for your health because it contains high amounts of fat or sugar

**kill** - *v.* to cause the death of (a person, animal, or plant)

**must** - *modal verb.* used to say that something is required or necessary

**organic** - *adj.* food that is grown or made without the use of artificial chemicals

**smell** - *n.* the quality of a thing that you can sense with your nose

**smell** - *v.* to use your nose to sense smells

**sugar** - *n.* a sweet substance usually in the form of white or brown crystals or white powder that comes from plants and is used to make foods sweeter

**whole wheat** - *adj.* made from wheat from which no part (such as the bran) has been removed

## Quiz - Level 1, Lesson 44 - Making Healthy Choices

Listen. Circle the letter of the correct answer.

1. What does Anna say about the times she is hungry?

- a. She usually eats healthy foods.
- b. Two sides of her tell her to eat healthy food.
- c. She never wants to eat junk food.
- d. Two sides of her fight about what to eat.

4. What does Anna say to Junky and Healthy?

- a. Healthy and junky foods are the same.
- b. It is important to eat healthy foods, but some junk food is ok.
- c. Will you two be nice to me?
- d. I know that junk food will kill me, so I only eat healthy food.

2. What does Anna's healthy side say?

- a. Healthy says "You mustn't eat junk food!"
- b. She says that Anna doesn't have to eat celery.
- c. Healthy say that Anna should eat more celery.
- d. She says that there are many good vegetables.

5. Why does Healthy want to go back?

- a. Healthy wants Anna to buy ice cream.
- b. She thinks Anna should look for peas.
- c. Healthy wants Anna to buy some fruit.
- d. She wants Anna to buy more vegetables.

3. What does Junky say about celery?

- a. She says that ice cream is better than celery.
- b. Junky says that she learned to love celery.
- c. She says that people on the web like celery.
- d. Junky says that it has 95% water and no ice cream.

6. What statement means the same as "You mustn't buy donuts"?

- a. You really ought to buy donuts.
- b. It is necessary to buy donuts.
- c. You should not buy donuts.
- d. You don't have to buy donuts.

STEP 1

Match the pictures below with the correct names. Next, work with a partner to use the modals below to classify the different food and drinks as healthy or not so healthy.



- alcohol
- ice cream
- nuts
- bread
- fruit
- milk
- vegetables
- fish

STEP 2

Write one sentence about each food using the modals below. Try to use the measure words you see below as well if you can.

MEASURE WORDS

Too much

a little

lots of

Vegetables are good for you. You must eat them to be healthy.

Yes. You must eat lots of vegetables.

must

\* You must eat lots of vegetables.  
\*

should

\* \_\_\_\_\_  
\*

don't have to

\* \_\_\_\_\_  
\*

mustn't

\* You mustn't drink too much alcohol.  
\*



**LEVEL 1**  
**LESSON 45**  
**THIS LAND IS YOUR**  
**LAND**

<b>Topics</b>  Talking about upcoming events  Expressing desires to see sights or do activities on a trip	<b>Prepare Before Class</b>  Pictures of places in the U.S. (Grand Canyon, Statue of Liberty and others, as seen in the Resources section)
<b>Learning Strategy</b>  Predict	<b>Goals</b>  Grammar: Future continuous verb tense Speaking and Pronunciation: Reduced form of “will” in future continuous tense

**Day 1**

***Introduce the Lesson Topic***

Ask students, “Do you like to travel? Did you ever go on a trip with a friend? If not, where do you want to travel in the future?” Tell students to turn to their neighbor and respond. Ask students to give many examples of places they have traveled or want to travel.

Say, “Today, we will see Anna and Marsha taking a road trip together. Can you guess what road trip is?” Take responses from a few students. Explain that the words “road trip” are used when people together for a long distance by car.

Finish with, “We will also hear Anna and Marsha use a verb tense to talk about plans.”

***Teach Key Words***

Have students listen to the Speaking Practice video and say the new words for this lesson or repeat them after you. Pause the video when the meaning is shown and make sure all students understand the meaning.

Do not play the second half of the video. Save it for use on Day 2.

## Present the Conversation

Tell students that the video will show Anna and Marsha on a road trip across the United States. Say, “What will they see? Let’s find out.”

### Main Video Script – Lesson 45

1. Listen:

Will we be stopping soon?

Speak:

\_\_\_ we \_\_\_ soon? (Will, be stopping)

2. Listen:

We won’t be stopping soon.

Speak:

We \_\_\_ be \_\_\_ soon. (won’t, stopping)

### Day 2

## Speaking Practice

After the key words, the Speaking Practice video teaches about using the future continuous verb tense to talk about plans.

### Speaking Practice Video Script – Lesson 45

#### 1. Future Continuous Tense

In this lesson, you hear Anna and Marsha using the future continuous verb tense. The tense uses this structure: will + BE + verb + -ing.

The future continuous tense shows that an action in the future goes on for a period of time. Listen to Marsha as she talks about the road trip.

Marsha: We will be driving for a long time. So, we might get bored.

The future continuous tense is helpful for predicting or telling someone what will happen in the future.

2. While Anna is driving, she predicts what will happen soon.

Anna: Okay, we will be stopping for gas and a bathroom break in about an hour.

Now, you try it. Answer the question with the future continuous tense.

Listen:

Will you be finishing Let’s Learn English soon?

Speak:

Yes, I \_\_\_ be \_\_\_ Let’s Learn English soon! (will, finishing)

## ***Pronunciation Practice***

The Pronunciation Practice video teaches about saying the reduced form of “will” in the future continuous tense.

### **Pronunciation Practice Video Script – Lesson 45**

1. In this lesson, you hear Anna and Marsha using the future continuous verb tense. When Americans use this tense, they usually reduce, or shorten, the word “will” to /l/.

Anna: We’ll be eating lunch in about two hours.

Notice that American English speakers also reduce the time expressions such as “in about two hours” to /nabout/ two hours.

2. Now, you try it. Shorten “will” to /l/ and “in about” to /nabout/.

Listen:

When will we be stopping?

Speak:

We’ \_\_\_ be stopping \_\_\_ \_\_\_ an hour. (We’ll, in about)

## ***Practice Future Continuous***

Say, “Now, let’s practice future continuous.” Ask students to find the places in the conversation when Anna and Marsha use this verb tense. As they respond, write their answers on the board:

We will be driving for a long time.

Will we be stopping soon?

We’ll be eating lunch in about 2 hours.

We will be arriving in New York City very soon!

Guess what we’ll be seeing?

Show the form of the future continuous. Say, “These sentences use the future continuous verb tense. We use it for an action or event that will be in progress at a time later than now.”

Say, “You make it this way” and write this on the board:

will + BE + verb + ing

Put students into pairs. Be sure that one person in each pair has very strong English skills.

Ask students to make a few sentences using your classroom schedule. Give them time to write and then let several pairs share a sentence with the class.

Here are examples of possible sentences:

- We will be taking a break in about fifteen minutes. (the break may be 10 to 15 minutes long.)
- At this time tomorrow, we will be studying English. (the studying will be taking up a period of time)
- On Wednesday, we will be learning about \_\_\_\_\_. (the learning will take up a period of time)

Answer questions students may have about the future continuous verb tense.

## Day 3

### *Learning Strategy*

Tell students, “In our practice today, we will learn how to predict while we are using the future continuous verb tense. Predicting is making a guess about what will happen.”

Continue, “For example, in the video, Marsha says, ‘We will be driving for a long time. So, we might get bored.’ If you were Marsha, what would you do?” Ask students to suggest some activities that are good for passing time in the car, such as playing games, reading, or listening to music.

Write on the board or ask students to write down some things Marsha could bring on the trip such as books, a music player or games.

Say, “We see Marsha and Anna can predict that they will have a long trip. So, they can prepare for it. The same thing is true of using English. When we can predict that something will happen, we can prepare our minds for it. In reading or listening to English, if we predict what might happen, our brains may find it easier to understand the language we hear.”

## ***Activity Sheet***

Say, “Let’s practice predicting today while we are using the future continuous tense.” Give students copies of the Activity Sheet.

Explain how to do the first activity. Point to the places on the U.S. map and ask students to name the places shown: Seattle, Hawaii, and others.

Then ask two students come to the front of the class to show the second activity. Student A and Student B should take turns asking each other questions about their road trip:

Student A: Where do you want to go on your vacation?

Student B: On my vacation, I want to visit the Statue of Liberty.

Student A: Oh, will you be taking photos there?

Student B: Yes. Where will you be going on your vacation?

Put students into pairs to do the Activity Sheet together and write three sentences each about the activities they will be doing.

When they have finished, ask several students to tell the class one or two sentences they wrote or ask them to write the sentences on the board. Then, talk about any questions that come up.

## **Day 4**

### ***Listening Quiz***

Give each student a paper copy of the listening quiz. Play each question’s video and pause for students to answer. Ask students to choose the correct answer.

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

1. Anna says, “My roommate Marsha and I will be on vacation at the same time, so we are going on a road trip together!”
2. Anna says they just left D.C. and says, “We’ll be eating lunch in about two hours.” She says Marsha can have an apple and wait for lunch.
3. Marsha threw Anna’s list out of the car. Throwing trash on the ground is called littering.
4. Marsha fell asleep and Anna went in the wrong direction. Marsha says, “North Dakota? We are going in the wrong direction. We want to go to South Dakota.”
5. Anna says, “We did everything on page 1 of the list. Here are pages 2, 3, and 4. We’ll be very busy driving back to Washington, D.C.!”

## ***Writing***

Discuss the 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:

Did you ever take a road trip or a journey with a friend? Where did you go and what did you do there? Did you see any sights along the way? If you have not taken a road trip, tell about where you would like to go on a road trip.

Give students time to write. Then, ask a few students to share their writings with the class. Or, put the papers on walls around the room and have students walk around the room to read the writings.

(If students prefer, they do not need to put their names on the papers.)

### Conversation

Anna: You know I love Washington, D.C. But I want to see more of the United States. My roommate Marsha and I will be on vacation at the same time. So, we are going on a road trip together!

Hi, Marsha!

Marsha: Hi!

Anna: I packed my bags and I am ready to go!

Marsha: Did you make a list of all the places you want to see?

Anna: I did. I want to see New York City and the Statue of Liberty!

Marsha: And I want to see Mount Rushmore!

Anna: (Anna writes) Mount Rushmore.

Marsha: And don't forget the Grand Canyon!

Anna: (Anna writes) Let's not forget California's redwood forest! There are so many places to see!

Marsha: We will be driving for a long time. So, we might get bored.

Anna: Bored? No way! We can talk.

Marsha: Or not talk.

Anna: We can play word games. We can sing! You know, our trip is like that famous American song. (sings) "This land is your land, This land is my land ..."

Marsha: (sings) "...from California to the New York island ..."

BOTH: "... to the redwood forest to the Gulf stream waters ... this land was made for you and me!"

Marsha: Will we be stopping soon?

Anna: We won't be stopping soon.

Marsha: I'm hungry.

Anna: Marsha, we just left D.C.! We'll be eating lunch in about 2 hours. Can you wait?

Marsha: I guess.

Anna: Here, have an apple. It's organic!

(Anna throws the apple. It goes out the window.)

Marsha: Thanks.

Marsha: Okay, we will be arriving in New York City very soon!

Anna: I can't wait to see The Big Apple! Marsha, look! There she is!

Marsha: The Statue of Liberty!

Anna: She is awesome!

Anna: Marsha, in ten minutes, guess what we'll be seeing?

Marsha: What?

Anna: The largest rocking chair in the world!

Marsha: No, we won't be seeing that.

Anna: Marsha, it's on my other list -- Best Roadside Sights.  
(Marsha grabs the paper and throws it out the window.)

Anna: Oh no! We littered! And my list is gone. Don't worry. I brought the book. (lifts up large book, starts reading)  
(Later)

Anna: ... and that is why I am so afraid of sheep.

Marsha: (snores a little)

Anna: Wow, I feel better. Marsha, you are a great listener.

Marsha: (waking up) Where are we?

Anna: We will be entering North Dakota any minute now!

Marsha: North Dakota! We are going in the wrong direction! We want to go to South Dakota!

Anna: No problem. I will just exit the highway. We will be going south ... in just a minute.

There. Done! We're going south! Okay, we will be stopping for gas and a bathroom break in about an hour.

Marsha: Then we will be very near to Mount Rushmore!

Anna: Yay! Dead presidents' heads on the side of a mountain!

Anna: We did it, Marsha! We made it to California! It's beautiful!

Marsha: And we saw everything on the list!

Anna: Well, we saw everything on page 1 of the list.

Marsha: What do you mean "page 1?"

Anna: Oh. Here are pages 2, 3 and 4! We'll be very busy driving back to Washington, D.C. Until next time ... !

*\* This Land is Your Land was written by American folk singer Woody Guthrie. See below for the lyrics.*

## Key Words

**break** - *n.* a brief period of time during which someone stops an activity

**direction** - *n.* the course or path on which something is moving or pointing

**enter** - *v.* to go or come into (something)

**exit** - *v.* to go out of a place or situation

**highway** - *n.* a main road that connects cities and towns

**land** - *n.* the solid part of the surface of the Earth

**litter** - *v.* to throw or leave trash on the ground in a public place

**pack** - *v.* to put (something) into a bag or suitcase so that you can take it with you

**place** - *n.* a specific area or region of the world

**ready** - *adj.* prepared to do something

**road trip** - *n.* a long trip in a car or truck, etc

**rocking chair** - *n.* chair that moves back and forth on rockers that are attached to its legs

### PLACE NAMES:

California

Grand Canyon

Gulf Stream

New York City

North Dakota

Mount Rushmore

Redwood Forest

South Dakota

Statue of Liberty

# Quiz - Level 1, Lesson 45 - This Land is Your Land

Listen. Circle the letter of the correct answer.

1. Why are Marsha and Anna going on a road trip together?

- a. They came from different parts of the country.
- b. They want to see Washington, D.C. on vacation.
- c. They have vacation at the same time.
- d. They stopped working at the same place.

4. What happened while Anna was telling a story?

- a. Anna got angry with Marsha for falling asleep.
- b. Marsha fell asleep and Anna went in the wrong direction.
- c. Anna drove the car toward South Dakota.
- d. Marsha looked at the book and chose some sights.

2. What does Anna explain to Marsha?

- a. They left DC only a short time ago, so they will drive for two hours.
- b. Anna suggests that Marsha could have a snack
- c. Anna says that Marsha should wait for lunch.
- d. Anna explains all of these things to Marsha.

5. What strategy is Anna using when she says, "We'll be very busy driving back to Washington, D.C."?

- a. Cooperating
- b. Personalizing
- c. Using a graphic image
- d. Predicting

3. For what reason does Anna say, "Oh, no! We littered"?

- a. Anna and Marsha do not agree on where to go.
- b. Marsha threw the paper out of the window.
- c. Anna forgot to tell Marsha about the sights.
- d. Marsha doesn't want to see the rocking chair.

Change the present form of the activities below to the future continuous form. Then look at the map below with a partner. Talk with your partner about plans for a future road trip. Write three sentences predicting what will be happening on that road trip using the future continuous tense.

PRESENT

take photos

drink coffee

go skiing

surf

dance

FUTURE CONTINUOUS

will be taking photos



Seattle



Hawaii

Rocky Mountains



Statue of Liberty



Miami

On my vacation I want to visit the Statue of Liberty.

Yes!

I will be taking photos at the statue of Liberty.

Nice. Will you be taking photos there?



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**This Land Is Your Land**  
**Words and Music by Woody Guthrie**

Chorus:

This land is your land This land is my land  
From California to the New York island;  
From the red wood forest to the Gulf Stream waters  
This land was made for you and Me.

As I was walking that ribbon of highway,  
I saw above me that endless skyway:  
I saw below me that golden valley:  
This land was made for you and me.

I've roamed and rambled and I followed my footsteps  
To the sparkling sands of her diamond deserts;  
And all around me a voice was sounding:  
This land was made for you and me.

When the sun came shining, and I was strolling,  
And the wheat fields waving and the dust clouds rolling,  
As the fog was lifting a voice was chanting:  
This land was made for you and me.

As I went walking I saw a sign there  
And on the sign it said "No Trespassing."  
But on the other side it didn't say nothing,  
That side was made for you and me.

In the shadow of the steeple I saw my people,  
By the relief office I seen my people;  
As they stood there hungry, I stood there asking  
Is this land made for you and me?

Nobody living can ever stop me,  
As I go walking that freedom highway;  
Nobody living can ever make me turn back  
This land was made for you and me.

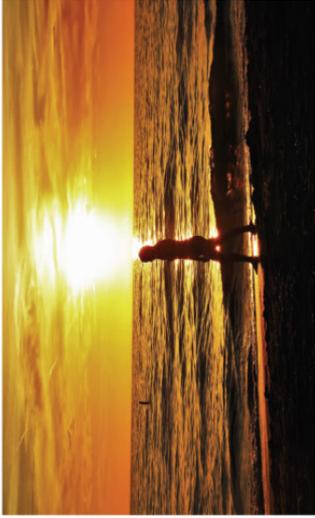
© Copyright 1956 (renewed), 1958 (renewed), 1970 and 1972 by Woody Guthrie Publications, Inc. & TRO-Ludlow Music, Inc. (BMI)

Listen on YouTube:

Woodie Guthrie: <https://youtu.be/wxiMrvDbq3s>

Pete Seeger & Bruce Springsteen: <https://youtu.be/wnvCPQqQWds>

**Gulf stream**



**Grand Canyon**



**California**



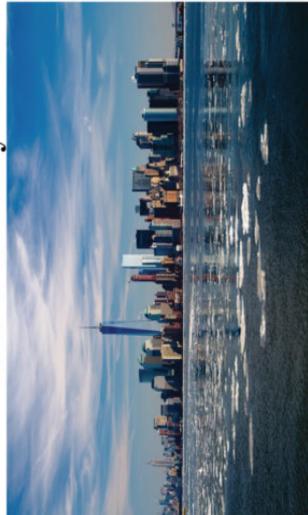
**Mt. Rushmore**



**North Dakota**



**New York City**



**Statue of Liberty**



**South Dakota**



**Redwood Forest**





**LEVEL 1**  
**LESSON 46**  
**MAY I BORROW**  
**THAT?**

<b>Topics</b>  Asking for permission	<b>Prepare Before Class</b>  Pens, highlighters, staplers, and other similar office supplies  Photos of office supplies
<b>Learning Strategy</b>  Act It Out	<b>Goals</b>  Grammar: Verb structures with lend, borrow, and loan  Speaking: Asking for permission, borrowing things  Pronunciation: Words ending with “r”

**Day 1**

***Introduce the Lesson Topic***

Ask students, “Do you ever forget words in English? Sometimes you know the word, but it just will not come out of your mouth as fast as you want it to. What do you do when that happens?” Write students’ strategies on the board. Possible answers may be: use gestures, draw a picture, use similar words, or translate into a shared language.

Refer to the list you and the students have created, and explain, “Sometimes, we need to use one of these strategies when we are talking in a noisy room. Have you wanted to say something but the other person can’t hear you? We will see what Anna does at a time like that in today’s lesson.”

Tell students, “In this lesson, we will learn about how to use the verbs “borrow” and “lend.” Explain, “Anna says she needs to ‘borrow a couple of things’ to make her friend a present. Let’s find out how she does it in this lesson.”

***Teach Key Words***

Have students listen to the Speaking Practice video and say the new words for this lesson or repeat them after you.

## Speaking Practice

After the key words, the video teaches how to talk about borrowing or lending.

### Speaking Practice Script – Lesson 46

#### 1. Asking for permission

When Americans ask for permission they can choose to use either may or can.

In this lesson, Anna asks her coworkers to borrow some things using “may.”

“May” is the more polite way to ask.

2. English teachers in the past told students to use only “may” to be polite when asking for permission.

Now grammar teachers tell us it is fine to use “can” to ask permission.

Listen to help Anna asks Jonathan for permission to use his scissors.

Now you try it.

\_\_\_\_\_ I \_\_\_\_\_ your book?

(May/Can, borrow)

### Present the Conversation

Tell students that the video will show Anna borrowing things at her office. Play the video or ask a few students to read the conversation.

Tell students to respond when there are pauses in the video.

### Main Video Script – Lesson 46

#### 1. Listen:

Can I borrow your scissors?

Speak:

Can I \_\_\_\_\_ your scissors? (borrow)

#### 2. Listen:

Yes, I can lend them to you, but you must return them.

Speak:

Yes, I can \_\_\_\_ them to you, but you must \_\_\_\_\_ them. (lend. return)

Ask students to find the places in the conversation when Anna and her friends use the words borrow, lend, or loan. Write them on the board:

- Amelia, may I borrow your stapler?
- I can lend you my stapler, Anna.
- Jonathan! Can I borrow your scissors?
- Yes, I can lend them to you, but you must return them.
- Many people loaned or shared their supplies

Have two students come to the front of the room and help demonstrate the concepts of borrowing and lending with a book or other classroom object. Prompt them to act out each sentence as you or they say it aloud. Say, “Student A, you want to borrow Student B’s book. Please ask for it using ‘may.’”

Student A: May I borrow your book, Student B?

Say, “Student B, tell Student A you can lend him/her the book, but they must bring it back to you tomorrow.”

Student B: Sure, I can lend you the book. But please bring it back tomorrow.

English learners have trouble with the verbs borrow, lend and loan. Here’s how to remember the difference.

**BORROW** - starts with the letter “b” and so does the phrase “bring it back.” When you borrow something, you must bring it back.

**LEND** and **LOAN** - start with the letter “l” and so does “let.” When you lend or loan something, you let someone use it. These words can be used in most of the same situations. Loan can also be a noun.

## Day 2

### *Pronunciation Practice*

The Pronunciation Practice video teaches pronunciation of words that end with an “r” sound in American English.

#### Pronunciation Practice Video Script – Lesson 46

1. In this lesson, You hear Anna using many words that end with the letter “r.”

Anna: It has paper, pens, tape, erasers, rubber bands, binder clips, paper clips, and a light!

One difference between British and American English is the pronunciation of the sound of /er/ at the end of the word.

2. In American English that sound is a strong /er/ as in stapler.

In British English, the sound is closer to /ah// as in /staplah/ Now you try it. Say the words as Anna says them.

Speak:

It has paper, pens, tape, erasers, rubber bands, binder clips, paper clips, and a light!

## ***Learning Strategy***

Introduce the strategy ‘act it out’ by playing the video clip of Anna asking Jonathan to borrow his scissors, or having two students act it out. “In this lesson, Anna wants to ask Jonathan to borrow his scissors. But he is listening to music, and he doesn’t hear her. What does she do?” Have students describe in their own words the fact that Anna is miming, or gesturing, to show she wants to use the scissors.

Continue, “Remember when we talked about this earlier? You called it ‘making gestures’ (or a word in the students’ native language). We can also call this ‘acting it out.’ This strategy is special, because it can help us in two ways. One way is what we saw with Anna and Jonathan. You’re in a loud place, or you don’t remember a word, and you act it out with your hands or body. The other way it can help us is when we are learning new words or phrases. When we use an action, or act out a new word, it gives our brain a stronger connection, or link to the meaning of the word.

Let’s say we want to use it with the verbs ‘borrow’ and ‘lend.’ How can we act those verbs out?” Give students a chance to think and respond.

Give students these instructions. Tell students they can use either ‘may’ or ‘can’ when they ask for permission to borrow something:

1. Pick up a pen or pencil
2. Stand up
3. Face the student next to you
4. If you are the student facing the door put your own pen or pencil down, then ask your neighbor, “May I borrow a pen/pencil?” Hold out your open hand as you say the word ‘borrow,’ and make a writing motion as you say the word ‘pen’ or ‘pencil.’
5. If you are the student facing the window, tell your neighbor, “Yes, I will lend you a pen/pencil.” Hold the pen out to your neighbor as you say the word ‘lend.’
6. Now switch roles. People facing the window, ask: “Can I borrow a pen/pencil?” Move your open hand toward your partner as you are saying the word ‘borrow,’ and make a writing motion as you say the word ‘pen’ or ‘pencil.’
7. People facing the door, give your neighbor their pencil back. This time, let’s use the word ‘loan.’ As you hand the pen or pencil over, say “Yes, I can loan you a pen/pencil.”

“Let’s practice acting it out today while we are talking about borrowing and lending.”

## ***Activity***

Give students copies of the Activity Sheet. Explain, “Begin by completing the words in the left column.” When students have finished, have two students stand up and demonstrate the activity.

Explain, “Now, you can use the words to finish the sentences in the conversations on the right side of the sheet. As you say the new words, act them out - for example, when you say, ‘your highlighter,’ make the motion of writing with a highlighter.”

Students can demonstrate as below:

Student A: May I borrow (making the motion of receiving an object) your highlighter (making the motion of highlighting)?

Student B: Sorry, no. I am using it.

Student A: Do you have a stapler (making motion of stapling) I could borrow?

Student B: Yes. I have one I can lend (making the motion of handing a stapler over).

Have students form partners do the activity sheet together and write their own conversation and draw a picture of the object they are talking about at the bottom of the page. When students have finished, ask several volunteers to act out the conversation they wrote.

## **Day 4**

### ***Listening Quiz***

Give each student a paper copy of the listening quiz. Play each question’s video and pause for students to answer. Ask students to choose the correct answer.

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

1. Marsha asks, “Do you have pen and paper I can borrow?”
2. I forgot Marsha’s birthday! And I don’t get my paycheck until next week.
3. Anna asks, “Amelia, may I borrow your stapler?” Amelia answers, “Sure. I can lend you my stapler, Anna. But please return it. It’s my favorite stapler.”
4. Jonathan says, I can lend them to you, but you must return them. These scissors -- they are the sharpest scissors in the office.
5. Anna says she borrowed supplies from many people to make it. She learned how much people like their office supplies.

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

## ***Writing***

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:

Choose one:

1. In this lesson, Anna makes a gift for her friend Marsha. Did you ever make a gift for a friend or a family member? What was it? How did you make it?
2. Tell about a time that you borrowed something from a friend or lent something to a friend. What was it? When did you return it?

## Resources

### Conversation

- Anna: Anna: Have a nice day at work Marsha!
- Marsha: You too, Anna. Oh, wait. Do you have pen and paper I can borrow?
- Anna: Of course.
- Marsha: We are meeting at this restaurant tonight.
- Anna: What is happening tonight?
- Marsha: Today is my birthday. We are celebrating at 7pm tonight. Did you forget?
- Anna: Sorry, Marsha! I gotta go! See you later!
- Marsha: Don't forget! Tonight ... 7pm!
- Anna: I forgot Marsha's birthday! And I don't get my paycheck until next week. I know. I'll make her a gift. I'll just have to borrow a couple of things.
- Anna: Amelia, may I borrow your stapler?
- Amelia: Sure. I can lend you my stapler, Anna. But please return it. It's my favorite stapler.
- Anna: You can trust me. I understand. One time, I loaned my stapler to the wrong person.
- Anna: Thanks, Amelia.
- Amelia: Don't mention it. Bye, stapler!
- Anna: Jonathan! Can I borrow your scissors?
- Jonathan: Oh! Hi, Anna! What're you doing?
- Anna: Can I borrow your scissors? Sorry to bother you.
- Jonathan: Yes, I can lend them to you, but you must return them. These scissors -- they are the sharpest scissors in the office. Watch.
- Anna: Wow, those are sharp. I will be very careful.
- Jonathan: Okay.
- Anna: And I'll bring them back tomorrow.
- Jonathan: Good.
- Anna: Thank you.
- Jonathan: You're welcome.
- Anna: Happy Birthday, Marsha! (gives Marsha a gift)
- Marsha: Thanks, Anna! I love birthday gifts! Anna, it is ... interesting. What is it?
- Anna: Well, I know you love hats. And you need office supplies. So, this is your own office supply hat!
- Marsha: Wow! That is a lot of office supplies!
- Anna: Many people loaned or shared their supplies with me. Some people really love their office supplies. It has paper, pens, tape, erasers, rubber bands, ] binder clips, paper clips, and a light!
- Marsha: What is the balloon for?
- Anna: The balloon will help your friends find you. Let's try it! You get a seat in the

restaurant - I will find you!

Anna: Sometimes all the money in the world can't buy the perfect gift. Until next time!

### ***Key Words***

**borrow** - *v.* to take and use (something that belongs to someone else) for a period of time before returning it

**bring back** - *phrasal verb.* to return with (something or someone)

**celebrate** - *v.* to do something special or enjoyable for an important event, occasion or holiday

**gift** - *n.* something that is given to another person

**lend** - *v.* to give (something) to (someone) to be used for a period of time and then returned

**loan** - *v.* to give (something) to (someone) for a period of time

**mention** - *v.* to talk or write about something or someone in a brief way

**don't mention it** - *expression.* used to answer someone who has just thanked you for something

**paycheck** - *n.* the money that you regularly earn

**sharp** - *adj.* having a thin edge that is able to cut things

**supplies** - *n.* [plural] : things (such as food, equipment, fuel, and so on) that are needed for a particular purpose

## Quiz - Level 1, Lesson 46 - May I Borrow That?

Listen. Circle the letter of the correct answer.

### 1. What does Marsha want?

- a. To lend Anna something
- b. To borrow some paper and a pen
- c. To buy a birthday gift
- d. To write a story

### 4. What does Jonathan say about his scissors?

- a. They are the only scissors he has.
- b. They are the most expensive scissors he has.
- c. He is doing something with the scissors now.
- d. Anna must return them if he lends them to her.

### 2. Why does Anna want to make something?

- a. Anna does not have money to buy a gift.
- b. She has too many office supplies.
- c. Anna knows Marsha likes handmade gifts.
- d. She gave Marsha all of her paycheck

### 5. What do the friends say about the hat?

- a. Anna says "I am loaning the hat to you."
- b. Marsha says "The hat looks funny."
- c. Anna says "I borrowed supplies to make it."
- d. Marsha says, "I borrowed Anna's hat."

### 3. What is the main idea of this conversation?

- 1. Amelia wants to borrow a stapler from Anna.
- 2. Anna is giving someone a new stapler as a gift.
- 3. Amelia can lend her favorite stapler to Anna.
- 4. Anna wants to lend Amelia a stapler.

balloon



binder clips



eraser



paper



paper clips



pens



rubber bands



scissors



staple



stapler



tape



## STEP 1

Fill in the missing letters to finish spelling the vocabulary words below. Use the new vocabulary and the words in the word bank to complete the conversation in the first three boxes below.

### WORD BANK

LOAN

BORROW

LEND

HAVE



h i g h L i g h t e r



s     p l    



s c     o r s



    a     e



    a p e     c l     s



t     u     b     a     k    

May I borrow your highlighter?

Sorry, no. I'm using it.

Do you     a     I could     borrow?

Yes, I have one to     to you.

Can you     lend me some    ?

Yes, I can     you some.

Could you lend me some scissors?

## STEP 2

Now take turns with a partner asking politely to borrow something from each other. Act out using the object when you ask for it. Write your conversation and draw a picture of it in the box below.

Sure!





<b>Topics</b>  Describing problems Offering and accepting help	<b>Prepare Before Class</b>  Copies of a learner's dictionary, a thesaurus, and/or a visual dictionary Students' own dictionaries
<b>Learning Strategy</b>  Find Out	<b>Goals</b>  Grammar: Past and present continuous tenses; reflexive pronouns (reviews) Speaking: Offering and accepting help Pronunciation: Reduced form of "I will" to talk about the future.

**Day 1**

***Introduce the Lesson Topic***

Ask students to remember the last time they saw someone who needed help. Say, "What do you say in English when you see a friend who needs help? Let's say they are carrying a heavy box."

Instruct students to tell their neighbor their answer. Give students time to respond. Ask some pairs to share with the class.

Write students' responses on the board, such as:

- May I help you?
- Can I help you?
- Would you like some help?
- Do you need some help?
- What can I do for you?

Refer to the list you and the students have created, and explain, "In today's lesson we are going to learn about offering help and accepting help."

## Teach Key Words

Have students listen to the Speaking Practice video and say the new words for this lesson or repeat them after you.

## Learning Strategy

Continue: “The other thing we’re going to learn about today is how we find information when we need it. Let’s say you are writing an email to an English-speaking friend. You want to tell them about our last/upcoming school holiday, but you don’t know how to describe it in English. What can you do? Tell your neighbor your answer first.”

Instruct students to raise their hands if they want to share their answer after they have told their neighbor. Students may answer, “I look in a dictionary,” “Use Google to look for it in English” and “Ask a friend or my teacher.”

Write students’ responses on the board. Say, “Let’s see what our friends in the video do when they want to learn something new.”

## Present the Conversation

Tell students that the video will show Anna and Pete talking about fixing his car.

### Main Video Script – Lesson 47

1. Listen:

How can I help?

Speak:

\_\_\_\_\_ I help? (How can)

2. Listen:

When I was a teenager I was fixing cars myself.

Speak:

When I was a teenager I \_\_\_\_\_ cars myself. (was fixing)

Ask, “How does Pete know about fixing cars?” Give students time to respond.

Continue, “Pete is like many people who look at videos on You Tube to learn how to do something. How about Anna? How did she learn to fix cars?” Explain that when Anna said, “I learned from a master,” she means that she learned from a more experienced person.

Ask, “What are some other ways we can learn something new?” Ask students to look around the classroom for sources of information, encouraging them to think creatively. They may find dictionaries, textbooks, thesauruses, laptops, computers, cell phones, glossaries, wordlists, a teacher or other students.

Conclude, “You have many sources of information available to help you in learning English. We will practice using them in this lesson.”

## Day 2

### **Speaking Practice**

After the key words, the Speaking Practice video teaches how to offer and accept help from someone.

#### Speaking Practice Video Script – Lesson 47

##### 1. Offering Help

In this lesson Anna sees her friend Pete. He is working on his car. Listen to the way she offers help to Pete:

Anna: How can I help? I was planning to visit some friends. But if you need help, I can help. I like helping.

Anna asks the question, “How can I help?”

Another way to offer help is to ask, “Would you like help with \_\_\_\_?”

Listen to this conversation:

A: “Would you like some help with your homework?”

B: “Yes I would like some help. I don’t understand question 4.”

2. Now you try it. A friend or family member cooked a meal for you. Now it is time to wash the dishes.

Speak:

Thanks for the delicious food. Do you need help \_\_\_\_\_ the dishes? (with)

##### 3. Accepting Help

In this lesson Pete does not want Anna’s help.

Listen to his answer when Anna asks, “How can I help?”

Pete: Anna, I can fix it myself. But thanks. Because Pete and Anna are friends, Pete is using informal language. Normally we would say, “No, thank you. I can do it myself.”

If you do want to help, you can say “Yes I would like some help,”

4. Now you try it. Answer this question:

Listen:

Do you need help with learning English?

Speak:

Yes I do. I would like some help \_\_\_\_\_  
\_\_\_\_\_. (with learning English)

## Pronunciation Practice

The Pronunciation Practice video teaches about saying the reduced form of “will” when talking about the future.

### Pronunciation Practice Video Script – Lesson 47

1. When Americans Reduce the words I + will To make I’ll, the short form sometimes it sounds like /ahl/

Listen to Anna and Pete:

Anna: 450! That’ll take too long! If I fix your car, I’ll have it running in 10 to 15 minutes...  
Um, I’ll get my tools. I’ll be back in a flash!

Pete: I’m out of gas. Sorry, Anna. I’ll go get some.

2. Now you try it.

Tell a friend you will return soon.

Speak:

\_\_\_\_\_ be back in a flash (I’ll /ahl)

### Day 3

## Activity Sheet

Remind students, “There are many way to find out what you need when you are learning English. Let’s use some of them today as we do the activity.”

Have students pair up. Then give each pair of students a set of the “A” and “B” copies of the Activity Sheet. Pass around books or resources you have brought to class or arrange for a work station at which students can use a computer to access online dictionaries.

Explain, “Begin by matching the words in the left column to the pictures. If you need help, be sure to look for the words in your dictionary or ask someone who may know the word.” When students have finished the matching, hold up the pictures of the household tools (see Resources) and ask students to say the name of each of them.

Explain, “Now let’s look at our houses. Each member of a pair has different problems in the house. Find your problems and complete the words next to the picture of the problem. Student A: ask your partner, ‘How can I help?’ Student B: tell your partner about your problem. Back to Student B: answer your partner with the name of one of the tools.

Have two students stand up and demonstrate the activity using the completed items on their Activity Sheets:

Student A: How can I help?

Student B: I have a clogged toilet.

Student A: I can help. I have a plunger.

Ask Student A to point to the picture of a plunger to show the meaning. Remind students they can refer back to the matching exercise as a source of information to help with the activity. Have the same pair demonstrate the second model with a different student beginning with “How can I help?”

Student B: How can I help?

Student A: My window is dirty.

Student B: I can help. I have some glass cleaner.

Tell students: “Remember, as you do this activity, you can stop to look for or ask about new words. Find out about the words you do not understand.” When students have finished, ask several students to act out the conversations they did.

## Day 4

### *Listening Quiz*

Give each student a paper copy of the listening quiz. Play each question’s video and pause for students to answer. Ask students to choose the correct answer.

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

1. Anna says, “How can I help? I was planning to visit some friends. But if you need help, I can help. I like helping.”
2. Anna says, “Pete, I think I found your problem. These are spark plugs. They start the engine.” Pete says, “I know that, Anna. But there were too many spark plugs ... in there. So I took out the extra ones.”
3. Pete says, “Well, Anna, last night I was watching the online video course, ‘You CAN Fix a Car Yourself!’”
4. Pete says, “It’s not starting! It’s not starting!” and “This car is stupid ... stupid, stupid!”
5. The Master asks, “What are you forgetting, Anna?” Then Anna says, “You are out of gas.”

## ***Writing***

Give the writing assignment as an in-class activity or homework. Discuss the vocabulary 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:

In this lesson, Anna helps Pete fix his car. When was the last time you helped a friend or family member? What were they doing when you helped? What were you doing to help them?

If an in-class activity, ask a few students to share their writing with the class. They can read from their papers or summarize what they wrote.]

### Conversation

Anna: Hi, Pete. What are you doing?

Pete: Oh! Hi, Anna. Right now, I am fixing my car.

Anna: How's it going?

Pete: It's going ... not so good.

Anna: Okay so the one we're looking for someone to tell for one week

Pete: Anna, I can fix it myself. But thanks.

Anna: Pete, I think I found your problem. These are spark plugs. (holds them up)

Anna: They start the engine.

Pete: I know that, Anna. But there were too many spark plugs ... in there. So I took out the extra ones.

Anna: There are no extras, Pete. You need all of them. Pete, can you fix a car yourself?

Pete: Well, Anna, last night I was watching the online video course, "You CAN Fix a Car Yourself!"

Dan: Yes, you CAN fix your car yourself!

Pete: And I watched the first 10 lessons. So, I think I know what I'm doing.

Anna: How many lessons are there?

Pete: Four hundred and fifty.

Anna: 450! That'll take too long! If I fix your car, I'll have it running in 10 to 15 minutes.

Anna: Where're your tools?

Pete: I have this. (puts a useless tool in her hand). And this. (hands her another useless tool)

Anna: Great. Um, I'll get my tools. I'll be back in a flash!

Pete: But, Anna, I don't need your ...

(She goes and quickly comes back with tools.)

Pete: ... help.

Anna: Pete, when I was a teenager, I was fixing cars -- myself. I learned from a master.

Anna: You can trust me.

Pete: Okay.

Anna: Great! But we need teamwork. You sit in the car. When I say "go," you start the engine.

Anna: Okay, go!

Anna: Stop!

Anna: Okay, go! Huh.

Pete: It's not starting! It's not starting!

Anna: What's wrong?

Pete: This car is stupid ... stupid, stupid!

Anna: Pete, kicking the tires will not help.

Pete: Well, you did not help, Anna. You did not help!!

Anna: Pete, Pete! Pull yourself together, man. Give me the keys. I must feel the key in the ignition and turn it myself.

Master: Use the key, Anna. Turn the key, Anna. What are you forgetting, Anna?

Anna: Pete. Pete.

Pete: What?

Anna: You are out of gas.

Pete: I can't be out of gas. (looks at gauge) I'm out of gas. Sorry, Anna. I'll go get some.

Anna: Pete. You relax. Clean your face. You can watch the rest of your online video course. It'll be faster if I go ... in a flash. Until next time ...

Dan (in the online video course): "Lesson 11. Always make sure you have a full tank of gas!"

## Key Words

**break** - *n.* a brief period of time during which someone stops an activity

**course** - *n.* a series of classes about a particular subject in a school

**engine** - *n.* a machine that changes energy (such as heat from burning fuel) into mechanical motion

**face** - *n.* the front part of the head that has the eyes, nose, and mouth on it

**fix** - *v.* to make (something) whole or able to work properly again or to repair (something)

**flash** - *n.* a sudden appearance or occurrence of something

**ignition** - *n.* the electrical system in an engine that causes the fuel to burn so that the engine begins working

**key** - *n.* a device that is used to open a lock or start an automobile

**kick** - *v.* to hit (someone or something) with your foot

**master** - *n.* a person who has become very skilled at doing something

**spark plug** - *n.* a part of an engine that produces a spark that makes the fuel burn

**stupid** - *adj.* informal. used to refer to something in an angry or irritated way

**tank** - *n.* a container for holding a liquid or gas

**tire** - *n.* a rubber ring that usually contains air and wheel of a car, or bicycle

**tool** - *n.* something (such as a hammer, saw, shovel, and so on) that you hold in your hand and use for a particular task

**video** - *n.* a movie, television show or event that has been recorded so that it can be watched on a television or computer

## Quiz - Level 1, Lesson 47 - How Can I Help?

Listen. Circle the letter of the correct answer.

### 1. What does Anna want to do?

- a. Go on a trip in Pete's car
- b. Borrow Pete's car to visit friends
- c. Help Pete fix his car
- d. Take Pete to visit some of her friends

### 4. Why is Pete yelling?

- a. Pete is angry because Anna is helping.
- b. He is angry because the spark plugs do not work.
- c. Pete is angry because the car will not start.
- d. He is angry because the car is stupid.

### 2. Why does Pete take out the spark plugs?

- a. Pete is cleaning the spark plugs.
- b. He is putting new spark plugs in the engine.
- c. Pete thinks they did not work.
- d. He thinks there were too many in the engine.

### 5. What did Pete forget to do?

- a. Fill the tank with gas
- b. Turn the key in the ignition
- c. Watch the video course
- a. Ask the Master for advice

### 3. Where did Pete learn how to fix his car?

- a. Pete learned from a teenager.
- b. He watched videos online.
- c. Pete studied at a local garage.
- d. He took lessons from Anna.

Match the pictures of the objects used for solving problems with their correct names and definitions. Then fill in the blanks to complete the names of the problems in the house below. Now work with a partner. Take turns asking how you can help each other solve the problems in your houses. When your partner asks you if they can help, choose a problem from below and ask them if they have something that can solve it. When your partner tells you their problem, look at the objects you have and answer yes or no.

STUDENT A



How can I help?

Yes, I have a plunger.

VACUUM  
CLEANER

for dirty  
floors

MOP

for spilled  
drinks

WRENCH

for leaky  
faucets

PLUNGER

for clogged  
toilets

Do you  
have  
something  
for a  
clogged  
toilet?



\_\_\_ \_ \_ ken

ob \_\_\_ \_ \_

dirty

window



em \_\_\_ y

\_\_\_ u \_\_\_ l

t \_\_\_ nk

pi \_\_\_ e

o \_\_\_

\_\_\_ ar \_\_\_ b \_\_\_ ge



Match the pictures of the objects used for solving problems with their correct names and definitions. Then fill in the blanks to complete the names of the problems in the house below. Now work with a partner. Take turns asking how you can help each other solve the problems in your houses. When your partner asks you if they can help, choose a problem from below and ask them if they have something that can solve it. When your partner tells you their problem, look at the objects you have and answer yes or no.

STUDENT B



How can I help?

Yes, I have some glass cleaner.

GLUE

for broken objects

GLASS CLEANER

for dirty windows

EXTRA GAS CAN

for empty fuel tanks

BROOM

for pile of garbage

Do you have something for a dirty window?



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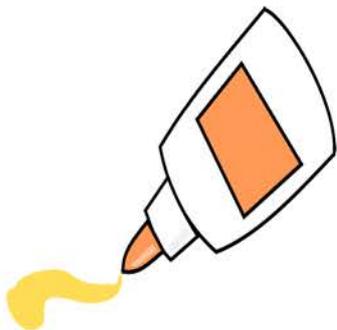
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# Tools



## Words for Lesson 47



engine



face



ignition



key



spark plug



tank



tire



tool



**LEVEL 1**  
**LESSON 48**  
**HAVE YOU**  
**EVER...?**

**Topics**

Review of making recommendations  
Talking about things to do and see

**Prepare Before Class**

Tourist guide for the area in which the students live

**Learning Strategy**

Focus Attention

**Goals**

**Grammar:** Present perfect verb tense

**Speaking:** Using the present perfect verb tense.

**Pronunciation:** Reduced forms of has/have with the present perfect verb tense

**Day 1**

***Introduce the Lesson Topic***

Tell students, “In this lesson, we will practice talking about things to see and do. Do you remember when Anna and Marsha drove across the United States? Anna had a book titled, “Best Roadside Sights.” Another name for the places we see when we travel to new places is ‘attraction.’ Today we are going to talk about the attractions, or sights, where we live.”

Ask students to remember the last time they went to a museum, garden or zoo. Say, “What do people see when they come to visit our city [or a nearby city]? Are there museums or other places to see?” Instruct students to tell their neighbor their answer, then raise their hands to answer.

Write students’ responses on the board. You can get them started by naming a famous building near where you teach or by giving an example of a couple of these types of attractions:

History museum  
Art museum  
Culture museum

Zoo  
Public garden  
Amusement park

Refer to the list you and the students have created, and explain, “In today’s lesson we are going to learn about recommending, or giving someone advice about, places to see.”

### ***Teach Key Words***

Have students listen to the Speaking Practice video and say the new words for this lesson or repeat them after you.

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

Tell students that the video will show Anna helping a tourist find interesting museums in Washington, D.C. She gets some help herself, too. Play the video or ask a few students to read the conversation.

Tell students to respond when there are pauses in the video.

#### **Main Video Script – Lesson 48**

**1. Listen:**

I have lived here for a long time now.

**Speak:**

I \_\_\_\_\_ here for a long time now.  
(have lived)

**2. Listen:**

You haven’t been to the zoo?

**Speak:**

You \_\_\_\_\_ to the zoo? (haven’t  
been)

#### **Day 2**

### ***Speaking Practice***

After the key words, the video teaches about using the present perfect verb tense. This is a long and complex Speaking Practice video. It may be helpful to break it up into two segments. For example, play and discuss points 1, 2, and 3. Take a break or work on another activity, then play and discuss points 4 and 5.

There is another activity on Day 3 of this lesson related to the present perfect tense.

## Speaking Practice Script – Lesson 48 (part 1)

Verb	Past participle
do	done
meet	met
fly	flown
see	seen
be	been
know	known
write	written

In this lesson you hear Anna and Jean using the present perfect verb tense.

The present perfect tense uses two verbs - a main verb and an auxiliary verb.

The auxiliary verb is HAVE or HAS and the main verb is in something we call the past participle form.

For regular verbs, that means you add “d” or “ed” to the base form of the verb.

Present perfect - HAVE/HAS plus past participle

### When do we use the present perfect?

1. To talk about an action in the past that is important in the present.

Jean: I've just flown in from Boston.

The present perfect may confuse you because we use it to talk about a past action. It is called “present perfect” because speakers use it to stress the importance of a past event in the present.

The sentence, “I've just flown in from Boston” stresses the present effect of a past event - travel from Boston. The exact time of the travel is not important.

### 2. To talk about repeated action

The present perfect can also tell about a repeated action. When an action happens more than one time in the past, use the present perfect. For example:

Anna: I've visited that museum many times.

### 3. With the proposition “for” or “since.”

It is also common to use the present perfect with the words “for” and “since.”

Anna: Well, I have lived here for over a year.

After a short break, review the above points, and continue with the additional times when the present perfect is used.

### Speaking Practice Script – Lesson 48 - Part 2

#### 4. With the adverbs “ever” and “never.”

Questions with “ever” use the present perfect.

Anna: Have you ever seen sculptures in a garden?

We often use the present perfect with the negative adverb “never.” Anna and Jean both use it with “never.”

Anna: I’ve never been to D.C.’s zoo. I’ve never been to any zoos!

Jean: You have never seen zoo animals?

#### 5. Regular and irregular past participles

Unlike regular verbs, irregular verbs take many different endings in their past participle form. The irregular past participle verbs in this lesson are done, met, flown, seen, been, known, and written.

Anna: Wait, have we met before?

Answer this question with a present perfect verb.

Listen:

Have you ever flown in an airplane?

Speak:

Yes, I have \_\_\_\_\_ in an airplane. (flown)

or:

No, I have never \_\_\_\_\_ in an airplane. (flown)

### ***Learning Strategy***

Tell the class, “The learning strategy for this lesson is focus attention. This strategy can help us finish the things we want to do.”

Say, “In this lesson, Jean is a tourist and Anna tells her about the interesting museums in the city. Jean makes a list so she can remember to visit all of the interesting museums. When Jean makes her list, then looks at it later, she is focusing attention on what she wants to do. As she sees each museum, she can check each museum off on the list.”

Ask, “Let’s say you have many things to do this weekend. How do you remember them? What can you do to focus your attention - or help yourself think of something? Tell your neighbor your answer first.” Ask students to raise their hands if they want to share their answer after they have told their neighbor.

Possible answers may include “write on calendar,” “make a list” and “set a phone alarm.”

Write students' responses on the board. Say, "Let's see what our friends in the video do when they focus their attention on what they want to do."

## Day 3

### ***Present Perfect Tense***

Give students a printed copy of the conversation. Or play the video again after giving the following instructions.

Ask students to find the places in the conversation when Anna tells Jean about an attraction in Washington, D.C. Write them on the board. (The underlined words are the past participles, to be pointed out later.):

I like the Sculpture Garden. Have you ever seen sculptures in a garden? It is really artistic!

Have you been to the Museum of the American Indian? I've visited that museum many times. It is very peaceful.

Well, if you like plants, you can visit the U.S. Botanic Gardens. It's very organic.

Ask students to find where Jean tells Anna about an attraction. Write it on the board or screen.

"You've lived here for so long and you haven't been to the zoo? If you have never seen a real, live elephant, you must."

Ask students to think about how Anna recommends a place: she tells Jean the name of the attraction, then she tells Jean what the place is like: artistic, peaceful, and organic, or natural.

Point out that each of the above examples uses the present perfect verb tense. Show students the structure of the tense:

#### HAVE / HAS + PAST PARTICIPLE

Explain that the present perfect tense uses two verbs - a main verb and an auxiliary verb. "The auxiliary verb is HAVE or HAS and the main verb is in something we call the past participle form. For regular verbs, that means you add 'd' or 'ed' to the base form of the verb."

Have a student come to the board and underline the past participle verb forms in the sentences you have written. They are underlined above: seen, been and visited.

## Pronunciation Practice

The Pronunciation Practice video teaches how Americans pronounce “been,” the present perfect form of BE.

After watching the video, students will practice by asking each other similar questions.

### Pronunciation Practice Video Script – Lesson 48

1. In this lesson, Anna and Jean use the present perfect form of BE in these sentences

Jean: Yes, and it’s beautiful. You’ve lived here for so long and you haven’t been to the zoo?

Anna: I’ve never been to D.C.’s zoo. I’ve never been to any zoos!

2. In American English we say the past participle of BE as “been” /bɪn/.

This is different from British English. In British English you would usually say I have been /bi:n/ to the zoo.

Make a sentence with the present perfect to answer this question. Try using the American English pronunciation /bɪn/.

Have you ever been to a zoo?

Speak:

Yes I have \_\_\_\_\_ to a zoo before. (been)

or:

No, I have \_\_\_\_\_ to a zoo before. (never been)

## Activity

Give each student a copy of the Activity Sheet. Explain, “Begin by moving the words around to make good questions and answers with the mixed-up words at the top of the page.

Focus your attention on making the present perfect verb tense correctly. Remember, for the verb eat, use ‘have’ or ‘has’ and ‘eaten,’ which is the past participle form of the verb ‘eat.’”

When students have finished this part, have several pairs of students act out the short conversations so others can check their work.

Then, have two students stand up and demonstrate the second activity using the sample questions on their Activity Sheets:

Student A: Have you ever lived in another country?

Student B: Yes, I have.

Student A: Where have you lived?

Student B: I've lived in England.

Instruct students:

“Now let's stand up. Walk around and ask questions until you can find someone who can answer 'yes' to your question. Be sure you ask a follow-up question, too. Listen carefully. Is your classmate using the present perfect tense? If not, help them to answer using Have + a past participle verb form.”

Remind students, “As you do this activity, you should focus your attention on using the present perfect tense correctly.”

When students have finished, ask several volunteers to tell who answered their questions with “Yes, I have...” and share their answers with the class.

## Day 4

### *Listening Quiz*

Give each student a paper copy of the listening quiz. Play each question's video and pause for students to answer. Ask students to choose the correct answer.

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

1. Jean says, “I want to see an interesting museum but I don't know which one.” Anna says, “I can help with that.”
2. Jean says, “I want to see an unusual museum. Anna says, “I like the Sculpture Garden. Have you ever seen sculptures in a garden? It is really artistic!”
3. Jean says, “I have never seen a garden of sculptures! I'll write that on my list!” and she says, “I have always liked American Indian culture. I'll put that on my list.”
4. Jean says, “You've lived here for so long and you haven't been to the zoo? Anna says, “I've never been to D.C.'s zoo. I've never been to any zoos!”
5. Jean says, “If you have never seen a real, live elephant, you must. They are so majestic. Then Anna says, “I will. I will! There. I've written my own must-see zoo animal list!”

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

## ***Writing***

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:

Have you ever visited a museum, a zoo, or a public garden?

Where was it? What did you see there?

If you have not, what would you tell a tourist to see in your home town?

For a class project, have students find pictures of the attractions they wrote about, Then put them together and make a brochure.

## Resources

### *Conversation*

- Anna: Hello! I have lived in Washington, D.C. for a long time now. And I have done a lot. I feel that I know this city pretty well. (walks off and comes back) That's the wrong way. Where is it again?
- Anna: (sees a tourist at a sign) Excuse me, can I help you? Have we met before?
- Jean: I don't think so. I've just flown in from Boston. My name is Jean.
- Anna: Hi, Jean! I'm Anna. I really feel like we've met before. Anyway, how can I help?
- Jean: I want to see an interesting museum but I don't know which one.
- Anna: I can help with that. I've lived in Washington, D.C. a long time. I think I've seen all the museums.
- Jean: Wow, thanks. So, tell me, which museums are good?
- Anna: Well, they are all good. But they're all different. There are science museums and history museums and art and culture museums.
- Jean: I want to see an unusual museum.
- Anna: I like the Sculpture Garden. Have you ever seen sculptures in a garden? It is really artistic!
- Jean: I have never seen a garden of sculptures! I'll write that on my list!
- Anna: Have you been to the Museum of the American Indian? I've visited that museum many times. It is very peaceful.
- Jean: I have always liked American Indian culture.
- Jean: I'll put that on my list. (writes on list) Do you have any other suggestions?
- Anna: Well, if you like plants, you can visit the U.S. Botanic Gardens. It's very organic.
- Jean: I have always loved plants. I'll write that on my list, too! Wow, you know so much about D.C.'s museums.
- Anna: Well, I have lived here for over a year.
- Jean: You're so lucky to live in such a beautiful city filled with so many museums and a zoo!
- Anna: What? D.C. has a zoo?
- Jean: Yes, and it's beautiful. You've lived here for so long and you haven't been to the zoo?
- Anna: I've never been to D.C.'s zoo. I've never been to any zoos!
- Jean: You have never seen zoo animals?
- Anna: I grew up on a farm, Jean. I've known farm animals my whole life.
- Jean: But the zoo has lions (makes sound of lion roaring) and elephants (makes sound of elephant trumpeting) and zebras (makes no sound)! If you have never seen a real, live elephant, you must. They are so majestic.
- Anna: I will. I will! (writes list) There. I've written my own must-see zoo animal list!
- Jean: Have fun at the zoo and thanks, Anna!
- Anna: Have fun at the museums, Jean! And thank YOU!

Anna: This has been awesome! And I have seen every animal on my list! Jean, the tourist, helped me see more of my city. But where have I seen her before? Oh well. Until next time ...

### ***Key Words***

**American Indian** - *n.* a member of any of the first groups of people living in North America or South America. The members of these nations are also called Native Americans or by the name of their tribal nation, as in “a member of the Navajo tribe.”

**animal** - *n.* a living thing that is not a human being or plant

**U.S. Botanic Garden** - *n.* a large public garden in Washington, D.C. where plants are grown in order to be studied

**elephant** - *n.* a very large gray animal that has a long, flexible nose and two long tusks

**lion** - *n.* a large wild cat that has golden brown fur and that lives mainly in Africa

**majestic** - *adj.* large and impressively beautiful

**own** - *v.* to have (something) as property or to legally possess (something)

**plant** - *n.* a living thing that grows in the ground, usually has leaves or flowers, and needs sun and water to survive

**science** - *n.* knowledge about or study of the natural world based on facts learned through experiments and observation

**sculpture** - *n.* a piece of art that is made by carving or molding clay, stone, wood or metal

**suggestion** - *n.* an idea about what someone should do or how someone should behave

**zebra** - *n.* an African animal that looks like a horse and has black and white stripes covering its body

**zoo** - *n.* a place where many kinds of animals are kept so that people can see them

## Quiz - Level 1, Lesson 48

Listen. Circle the letter of the correct answer.

1. What does the tourist want Anna to do?

- a. She wants Anna to go to a museum with her.
- b. The tourist wants to know how to get to Boston.
- c. She wants Anna to tell her about interesting museums.
- d. The tourist wants to tell Anna about a museum.

4. What surprises Jean?

- a. Anna does not think the zoo is beautiful.
- b. Anna often goes to the zoo in D.C.
- c. Anna has never been to a zoo.
- d. Anna does not like zoo animals.

2. Jean wants to see an unusual museum. What does Anna recommend?

- a. A history museum
- b. The sculpture garden
- c. The science museum
- d. All of the museums

5. What does Jean recommend to Anna?

- a. She recommends that Anna see an elephant.
- b. Jean recommends that Anna see some farm animals.
- c. Jean tells Anna to make a list of animals.
- d. She says that Anna should come with her to the zoo.

3. Why is Jean writing a list?

- a. Jean is writing her suggestions for Anna.
- b. Jean is making a list of plants she wants to see.
- c. She is writing about American Indian culture.
- d. She is focusing her attention on learning about museums.

STEP 1

Change the order of the words in the conversations below to form complete, correct sentences. Write those sentences on the lines below.

City visited have New you ever York?  
I, No haven't.

*Have you ever visited New York City?*  
*No, I haven't.*

you Have week pizza this eaten?  
Yes, have I.

\_\_\_\_\_

\_\_\_\_\_

How sushi have times you eaten many?  
have I eaten it times five.

\_\_\_\_\_

\_\_\_\_\_

STEP 2

Now ask each yes or no question to your classmates until you find someone who answers yes to them. Try to find a different person who answers yes for each question. Write their name in the space provided. Then create follow up questions. Write the follow up questions and the answers people give in the space provided.

QUESTIONS

NAME / ANSWERS

Hi Amy!  
Have you ever lived in a country other than your home country?

YES / NO: Have you ever lived in a country other than your home country?

*Amy / Yes*

FOLLOW UP: *Where have you lived?*

*She has lived in England.*

Yes, I have.

I've lived in England.

Where have you lived?

YES / NO: Have you ever been to an art museum?

FOLLOW UP:

YES / NO: Have you ever seen a real elephant?

FOLLOW UP:

YES / NO: Have you ever visited a public garden?

FOLLOW UP:





<b>Topics</b>  Verb tenses  Reacting to information	<b>Prepare Before Class</b>  Photos showing some vocabulary (from the Resources section)
<b>Learning Strategy</b>  Find Practice Opportunities	<b>Goals</b>  <b>Grammar:</b> Compare the present perfect verb tense with the past and present tenses  <b>Speaking:</b> Present perfect, present, and past verb tenses  <b>Pronunciation:</b> Reduced forms of “has” and “have” in the present perfect verb tense

**Day 1**

***Introduce the Lesson Topic***

Tell students, “Today we will learn about verbs. We will learn how to decide which verb tense to use.”

Ask students to think about the past, present, and future in their language. Describe how their language might be different to English.

Say, “Today, we will learn how Americans use the present, present perfect, and past verb tenses in speaking.”

***Teach Key Words***

Have students listen to the Speaking Practice video and say the new words for this lesson or repeat them after you.

## Speaking Practice

After the key words, the video teaches the present perfect, present, and past verb tenses.

### Speaking Practice Script – Lesson 49

1. In Lesson 48, you learned about the present perfect verb tense. Remember, it is the auxiliary verb “have/has” plus the past participle form of a verb.

In this lesson, you hear the same verb in the present verb tense, the past verb tense, and the present perfect verb tense. Anna’s boss, Ms. Weaver, uses the present verb tense:

Ms. Weaver: Yes, spies sometimes sneak down air ducts.

Then Anna uses the present perfect verb tense:

Anna: I have never snuck down an air duct.

After Anna sneaks down the air duct, she uses the past verb tense to tell Ms. Weaver that she did it.

Anna: I did it! I sneaked down an air duct.

Notice that the past tense form of “sneak” can be either “sneaked” or “snuck.”

2. For irregular verbs, the past tense verb form may be different from the past participle.

For example, drive - drove - driven  
Ashley drives a small car. (present)

Anna and Marsha drove across the country. (past)

Anna and Ashley have driven to work together since last month. (present perfect)

3. For regular verbs, the past participle is the same as the past verb tense form. Here is the same pattern with a regular verb, “ask”:

I ask many questions in English class. (present)

The teacher asked me to stop asking so many questions. (past)

I have asked the teacher about the homework many times. (present perfect)

4. Now you try it.

Try making sentences with the irregular verb “speak.” The past tense is “spoke” and the past participle is “spoken.”

Speak:

I \_\_\_\_\_ English every day. (speak)

Speak:

My friend and I \_\_\_\_\_ English yesterday after school. (spoke)

Speak:

I \_\_\_\_\_ English with my friends many times since we began using Let’s Learn English. (have spoken)

Say, “Now we are going to practice some more.”

Write down a few verbs on the board, such as “ask” or “tell.”

Ask students to each pick a verb, and then write sentences in the present perfect, present, and past tenses, just like in the video. Then ask them to share their sentences with a partner.

If class time remains, ask several students to share their sentences with the whole class.

## Day 2

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

Tell students that the video will show Anna learn all she can about spying. Play the video or ask a few students to read the conversation.

Tell students to respond when there are pauses in the video.

#### Main Video Script – Lesson 49

1. Listen:

Spies sometimes sneak down air ducts.

Speak:

I \_\_\_\_\_ snuck down an air duct. (have never)

2. Listen:

I've never cracked a code before!

I \_\_\_\_\_ cracked a code before! (I've never)

## Pronunciation Practice

The Pronunciation Practice video teaches how Americans pronounce the reduced forms of “has” and “have” in the present perfect verb tense.

### Pronunciation Practice Video Script – Lesson Number 49

1. In this lesson, you hear Anna using the present perfect verb tense. She pronounces the complete word “has” when she uses this tense.

Anna: It is no secret that Washington, D.C. has spies. The International Spy Museum has created an amazing collection of spy things! My boss, Ms. Weaver, has sent me here ... on a mission!

Sometimes, we do not pronounce the complete words “has” or “have.” At those times, you will only hear the /s/ or /v/ sound in the present perfect verb tense.

Anna: I’ve never cracked a code before.  
... I’ve cracked the code!

2. In this conversation, you hear the short form of “has.”

Wow! You are wearing a big coat. Is it cold outside?

The weather’s changed today. It’s gotten really cold.

The complete present perfect verb forms are: “The weather has changed” and “It has gotten really cold.”

3. Now you try it. Use the short form of the present perfect to answer this question:

Listen:

Has this lesson helped you to learn about spies?

Speak:

Yes, \_\_\_\_\_ me to learn about spies.  
\_\_\_\_\_ learned about missions and sneaking and codes. (it’s helped, I’ve)

Say, “Now we will practice this some more.”

Ask students to write two sentences using the words “has” and “have.”

Then, students should read their sentence to a partner, using the short form of “has” or “have.”. The partner should be able to hear which one it is.

If time remains in class, ask several students to read their sentences in front of the class.

## ***Learning Strategy***

Tell students that in today's lesson, they will learn to Find Practice Opportunities.

Give an example. "Learning a musical instrument requires practice. Doing sports requires practice. Even relaxing exercises like yoga are better with practice. We can use the same idea when learning a language. We must find times to practice if we want to get better."

## ***Activity***

Say, "Now we are going to practice a little more."

Give students copies of the activity sheet. Tell students they are going to use the words to complete the timelines. Then tell students they should ask three classmates about how they practice English. They should write what their classmates say in the remaining timelines on the sheet.

If time remains at the end of class, ask several students to share their timelines.

## ***Listening Quiz***

Give each student a paper copy of the listening quiz. Play each question's video and pause for students to answer. Ask students to choose the correct answer.

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

1. Ms. Weaver says, "Look, Anna ... I mean, Agent Flamingo, I want you to learn all you can about spying."
2. Anna says, "I have never snuck down an air duct. It's dark and small. I'm afraid of dark, small places."
3. Ms. Weaver says, "Umm ... have you ever cracked a code?"  
Anna says, "No."  
Ms. Weaver says, "Well, go learn. Spies use their brains."
4. Ms. Weaver says, "Agent Flamingo, now answer this question: Do spies have to be in good shape?"  
Anna says, "Yes," Agent Peacock! Spies have to be in really good shape! Can you hear me?"
5. Ms. Weaver says, "Great. Great. Now, I have another very important mission for you."  
Anna says, "Got it. See you back at H.Q.!"  
Ms. Weaver says, "Yummy! You brought my lunch! Thanks, Agent Flamingo!"

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

## ***Writing***

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:

Have you ever thought about doing a job that is different from the one you have now, or the one you think you will have when you finish school? Would it be more fun or more exciting?

## Resources

### *Conversation*

- Anna:** It is no secret that Washington, D.C. has spies. Well, it should be a secret because spying is secret. But it's not a secret. There's even a spy museum! The International Spy Museum has created an amazing collection of spy things! And today, we will see them! My boss, Ms. Weaver, has sent me here ... on a mission!
- Ms. Weaver:** Hello, Anna, are you there?
- Anna:** That's her. Yes, Agent Peacock. This is Agent Flamingo, reporting for duty.
- Ms. Weaver:** Agent what? Look, Anna ... I mean, Agent Flamingo, I want you to learn all you can about spying.
- Anna:** You mean, collect intelligence?
- Ms. Weaver:** Yeah, it's for our new show -- "D.C. Secrets."
- Anna:** You've got it, Agent Peacock. The mission is safe with me.
- Ms. Weaver:** Oh, okay, great. Just be back by noon.
- Anna:** Agent Peacock, I'm at an air duct!
- Ms. Weaver:** Yes, spies sometimes sneak down air ducts.
- Anna:** I have never snuck down an air duct. It's dark and small. I'm afraid of dark, small places.
- Ms. Weaver:** You can do it, Agent Flamingo. You know, spies aren't afraid of a little darkness.
- Anna:** Right. It's just an air duct -- a dark, small air duct. Okay. I'm doing it, Agent Peacock! I am sneaking down a long, dark, small air duct. I'm having a little trouble breathing.
- Ms. Weaver:** Just keep going, Agent Flamingo. Think of the team!
- Anna:** Okay, I will think of the team. I'm thinking of the team, Agent Peacock! I did it! I did it! I sneaked down an air duct. That was a little uncomfortable.
- Ms. Weaver:** Good!
- Anna:** What's the next mission?
- Ms. Weaver:** Umm ... have you ever cracked a code?
- Anna:** No.
- Ms. Weaver:** Well, go learn. Spies use their brains.
- Anna:** Got it! I've never cracked a code before. Let's try, Agent Flamingo! This is really hard. I'm still trying to crack the code. I've cracked the code! I've cracked the code, Agent Peacock! My brain really hurts.
- Ms. Weaver:** Great. Umm, Agent Flamingo, now answer this question: Do spies have to be in good shape?
- Anna:** "Yes," Agent Peacock! Spies have to be in really good shape! Can you hear me?
- Ms. Weaver:** You're breaking up, Flamingo.

Anna: The International Spy Museum is awesome! Agent Peacock, I completed the mission!

Ms. Weaver: Great. Great. Now, I have another very important mission for you.

Anna: Got it. See you back at H.Q.!

Ms. Weaver: Yummy! You brought my lunch! Thanks, Agent Flamingo!

Anna: Mission completed. Agent Peacock!

(Amelia makes a face.)

Ms. Weaver: Don't ask.

*Special thanks go out to the International Spy Museum for letting us film in the museum!*

		
Flamingo	Peacock	air duct

Public domain

## Key Words

**agent** - *n.* a person who tries to get secret information about another country or government

**air duct** - *n.* a duct or pipe for air to flow through to the rooms of a building

**brain** - *n.* the organ of the body in the head that controls functions, movements, sensations, and thoughts

**breathe** - *v.* to move air into and out of your lungs

**code** - *n.* a set of letters, numbers or symbols that is used to secretly send messages to someone

**collection** - *n.* a group of interesting or beautiful objects brought together in order to show or study them

**complete** - *v.* to finish making or doing (something)

**crack** - *v.* to find an answer or solution to (something)

**duty** - *n.* something that is done as part of a job

**flamingo** - *n.* a tall wading bird with mainly pink or scarlet plumage and long legs and neck

**H.Q.** - *abbrev.* headquarters - *n.* a place from which something (such as a business or a military action) is controlled or directed

**intelligence** - *n.* secret information that a government collects about an enemy or possible enemy

**mission** - *n.* a task or job that someone is given to do

**operation** - *n.* a set of planned actions for a particular purpose

**peacock** - *n.* a male peafowl, which has very long tail feathers that it can spread like a fan

**secret** - *n.* a fact or piece of information that is kept hidden from other people

**shape** - *n.* a physically strong and healthy condition

**sneak** - *v.* to move quietly and secretly in order to avoid being noticed

**spy** - *n.* a person who tries secretly to get information about a country or organization for another country or organization

## Quiz - Level 1, Lesson 49 - Operation Spy!

Listen. Circle the letter of the correct answer.

### 1. What does Ms. Weaver want?

- a. She wants to go on a mission.
- b. Ms. Weaver wants Anna to learn about spying.
- c. She wants to find a flamingo.
- d. Ms. Weaver wants to tell Anna secrets about D.C.

### 4. What does Anna tell Ms. Weaver?

- a. She cannot hear what Ms. Weaver said.
- b. Spies must be in good shape.
- c. She broke her spy phone.
- d. Ms. Weaver should be in good shape.

### 2. Why is Anna afraid?

- a. Anna is afraid someone will catch her.
- b. She doesn't think Ms. Weaver will find her.
- c. Anna has never been in an air duct.
- d. She doesn't want to be a spy.

### 5. What did Ms. Weaver want Anna to do?

- a. What did Ms. Weaver want Anna to do?
- b. Write about the Spy Museum.
- c. Return to the Spy Museum.
- d. Go to lunch with Amelia.

### 3. What is Anna's mission?

- a. To think like Agent Peacock
- b. To learn to follow orders
- c. To pretend to be someone else
- d. To solve a secret code

Use the words in the word bank to complete the sentences below. Then ask three friends questions about how they practice their English using the past, present perfect or present tense. Write their answers in the empty boxes and write the tense in the box next to each answer.

WORD BANK

called

she

English

sometimes

has

times

club

watch

at

How do you practice your English?

I have read many English books.



She called her English partner yesterday at 3:00pm.

past

Our English \_\_\_\_\_ met three \_\_\_\_\_.

You \_\_\_\_\_ movies \_\_\_\_\_.



**Topics**

Duration of activity

**Prepare Before Class**

Common objects (such as coins, blocks, game pieces, etc.)

**Learning Strategy**

Monitor

**Goals**

**Grammar:** Present perfect continuous verb tense

**Speaking:** Present perfect continuous verb tense

**Pronunciation:** Pronouncing the word “for” quickly in sentences using the present perfect continuous and a time phrase

**Day 1**

***Introduce the Lesson Topic***

Tell students, “Today we will learn how to talk about how long you have been doing an activity.”

Ask students, “How long have you been studying at this school? How long have you been studying English?”

Tell students, “When we talk about something that began in the past and continues in the present, we use the present perfect continuous verb tense. We will learn about it today.”

***Teach Key Words***

Have students listen to the Speaking Practice video and say the new words for this lesson or repeat them after you.

## Speaking Practice

After the key words, the video teaches about the present perfect continuous verb tense.

### Speaking Practice Script – Lesson 50

#### 1. Present perfect continuous verb tense

In this lesson, you hear Anna and the other students talking about an activity that started in the past and is continuing.

They use the present perfect continuous verb tense. You make it this way:

auxiliary verb + BE + present participle

#### 2. Listen to Anna talking about the class.

When she arrives, the class is waiting for the professor. She asks a question about the amount of time:

Anna: How long has the class been waiting?

You can also use the present perfect continuous with the words “for” and an amount of time. For example, Sarah uses “for” and “a long time.”

Sarah: I have been studying this topic for a long time.

3. We also use the present perfect continuous with “since” and one point in time.

For example, Taylor uses “since” and “last night.”

Taylor: I have been writing and re-writing since last night!

4. We also use the present perfect continuous to talk about recent activities.

The professor tells the students:

Dr. Jones: I see you’ve been waiting very patiently.

5. Listen to the conversation. Alice and John, How long have you been watching “Let’s Learn English?”

Alice: I’ve been watching it since last year.

John: I’ve been watching it for 12 months.

Now you try it. Answer the question yourself.

Listen:

How long have you been watching “Let’s Learn English?”

Speak:

I’ve been watching Let’s Learn English for/ since \_\_\_\_\_. (student choice)

Say, “Now we will practice this some more.” Ask students to write two questions that ask about an amount of time. Then they should ask two other students. Make sure that students answer with the present perfect continuous and “for” or “since.”

## Day 2

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

Tell students that the video will show Anna going to class at Georgetown University. Play the video or ask a few students to read the conversation.

Tell students to respond when there are pauses in the video.

#### Main Video Script – Lesson 50

1. Listen:  
How long has the class been waiting?

Speak:  
We've only \_\_\_\_\_ for about 10 minutes. (been waiting)

2. Listen:  
How long have you been studying here?

Speak:  
I \_\_\_\_\_ here since 2016. (have been studying)

### ***Pronunciation Practice***

The Pronunciation Practice video teaches how Americans say the word “for” quickly in everyday speaking.

#### Pronunciation Practice Video Script – Lesson 50

When we use the present perfect continuous and a time phrase with “for” we sometimes say it quickly.

Listen to how the student pronounces “for” in this sentence:

We've only been waiting for about 10 minutes.

Anna pronounces “for” slowly here:

I've been wanting to go back to school for a long time.

But she says the word quickly here:

See, I've been working for several years now.

Now you try it.

Answer this question with a quick “for.”

Listen:  
How long have you been studying English with VOA?

I've been studying English with VOA for \_\_\_\_\_. (student's time studying)

Say, “Now we are going to practice some more.”

Ask students to write two questions asking about an amount of time. They should then ask their questions to a partner. The partner should answer in a complete sentence using the present perfect continuous and the word “for” slowly and with fast speech, just like in the video. Students can then change partners.

If time remains in class, ask students to the front of the class. Correct students as needed. Make sure that they can understand and speak using both the slow “for” and the fast “for.”

## Day 3

### *Learning Strategy*

Tell students that in today’s lesson, they will learn to monitor.

Give an example. Say, “In the video, Anna used the strategy monitor. At the end of the conversation in this lesson, Anna knew she had made a mistake. How did she do so?” Give students time to answer.

Possible answers may include:

She saw the other students’ faces.

The professor tried to stop her.

Explain, “Anna was monitoring as she spoke. She saw that her classmates were giving her funny looks. We can monitor when we are speaking or listening. If you monitor when you are speaking English, you will get better because you are making sure that others understand what you are saying in English.”

Conclude, “We’re going to practice monitoring today while we are using the present perfect continuous tense.”

### *Activity*

Give students copies of the Activity Sheets and common objects to use for the game.

Explain, “On the left side of the sheet, put the words in order to make a question or a statement.”

When students have finished, ask several to read their sentences. Point out that the sentences use the present perfect continuous verb tense.

Introduce the board game. “Today we will play a game. Let’s get into groups of four.

Choose a coin or a small object to use as your marker. Place it on the Start space.”

Give more instructions until students understand how to play the game.

Let students play the game for a set amount of time. Then call their attention back to you and ask them if they have monitored. Answer any questions about the questions and answers they came up with as they played the game.

## Day 4

### ***Listening Quiz***

Give student copies of the listening quiz. Play each question’s video and pause for students to answer. Ask students to choose the correct answer.

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

1. Sarah asks, “Hey, are you finished with your report?” Taylor says, “Almost. I have been writing and re-writing since last night! The subject is really interesting to me.”
2. Anna asks, “How long has the class been waiting?” Taylor says, “We’ve only been waiting for about 10 minutes.
3. Anna says, “Awesome. You know, I’ve been wanting to go back to school for a long time. So, here I am!” Andrew says, “Well, you picked a great school. I’ve been really happy here.”
4. Anna says, “Awesome. See, I’ve been working for several years now. So, going back to school makes me a little nervous.” Randall says, “Don’t be nervous. Just pay attention and do your best!”
5. Anna says, “Here is my report on “Violins in the City.” Dr. Jones says, “Anna! The topic is “Violence in the city.” Violence. Not violins.”

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

### ***Writing***

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:

Did you ever take a special training course or classes?

What did you learn?

If you have not gone back to study, do you want to study something?

### Conversation

- Anna: Hello, and welcome to Georgetown University in Washington, D.C.! I am going back to school! Georgetown is the oldest Catholic and Jesuit university in the United States. The Jesuits are a religious order known worldwide for their many colleges and universities. Students have been studying here since 1792!
- Sarah: Hey, are you finished with your report?
- Taylor: Almost. I have been writing and re-writing since last night! The subject is really interesting to me.
- Sarah: Me too! I have been studying this topic\* for a long time.
- Anna: Am I late?
- Sarah: You're a little late. But don't worry. The professor isn't here yet.
- Anna: How long has the class been waiting?
- Taylor: We've only been waiting for about 10 minutes.
- Anna: Oh good. Oh, no! I forgot my pencil sharpener. Excuse me, do you have a pencil sharpener I can borrow?
- Taylor: No, sorry.
- Anna: Oh wait. I found my extra one! Whew, that was close.
- Anna: So, how long have you been studying at Georgetown?
- Andrew: I've been studying here since 2015.
- Anna: Awesome. You know, I've been wanting to go back to school for a long time. So, here I am!
- Andrew: Well, you picked a great school. I've been really happy here.
- Anna: Awesome. See, I've been working for several years now. So, going back to school makes me a little nervous.
- Randall: Don't be nervous. Just pay attention and do your best!
- Anna: That is great advice. You know, I have been paying attention. But sometimes I still feel like I don't understand. Like last week ...
- Anna: What's that?
- Jada: This is my draft.
- Anna: What draft?
- Jada: The professor told us to bring our drafts.
- Anna: I think she said "giraffe."
- Jada: No. She didn't.
- Anna: Here comes the professor.
- Dr. Jones: Hello class! Sorry I'm late, but the snow storm made getting here really difficult. I see you've been waiting very patiently. So, let's get started! Who wants to give their talk first?

Anna: Oh! Oh! Please, please pick me.  
Dr. Jones: Anna?  
Anna: Who me? Sure. Thanks.  
Anna: Here is my report on “Violins in the City.”  
Anna: People have been looking for a solution to the problem of violins in the city. I say stop! Stop! They are not the problem! In fact, violins are part of the solution!  
Anna: Violins create beautiful music that can fill a city with hope.  
Dr. Jones: Anna ...  
Anna: If we put a violin in the hands of every child ...  
Dr. Jones: Anna! The topic is “Violence in the city.” Violence. Not violins.  
Anna: Until next time ...Like I was saying, many people are saying that violence in the city is a problem. A very big problem.

\* topic = subject

## Key Words

**Catholic** - *adj.* of or relating to the Roman Catholic Church

**class** - *n.* a group of students who meet regularly to be taught a subject or activity

**draft** - *n.* a version of something (such as a report) that you make before you make the final version

**confused** - *adj.* unable to understand or think clearly

**giraffe** - *n.* a very tall African animal that has an extremely long neck and legs

**Jesuit** - *n.* a man who is a member of a religious group called the Roman Catholic Society of Jesus

**order** - *n.* a religious organization whose members usually live together and promise to follow special rules and traditions

**patient** - *adj.* able to remain calm and not become annoyed when waiting for a long time

**pay attention** - phrase to listen to, watch, or consider something or someone very carefully

**pencil** - *n.* an instrument used for writing and drawing that has a hard outer part and a black or colored center part

**professor** - *n.* a teacher especially of the highest rank at a college or university

**religious** - *adj.* believing in a god or a group of gods and following the rules of a religion

**report** - *n.* a written or spoken description of a situation or event

**sharpener** - *n.* a tool or machine that makes something sharp

**since** - *prep.* in the time after (a specified time or event in the past) or from (a point in the past) until the present time

**solution** - *n.* something that is used or done to deal with and end a problem

**study** - *v.* to learn about something by reading, memorizing facts or attending school

**understand** - *v.* to know the meaning of something

**violence** - *n.* the use of physical force to harm someone or to damage property

**violin** - *n.* a musical instrument that has four strings and that you play with a bow

## Quiz - Level 1, Lesson 50 - Back to School

Listen. Circle the letter of the correct answer.

1. What does Taylor say about her report?

- a. What does Taylor say about her report?
- b. Taylor says the topic is boring to her.
- c. She has been writing and changing it since last night.
- d. Taylor says she has finished her report.

4. Why is Anna nervous?

- a. Anna does not always understand the other students.
- b. She does not always pay attention.
- c. Anna always forgets to do her work.
- d. She has been working and now is going back to school.

2. What does Anna ask the students?

- a. She asks what time it is.
- b. Where the professor is today
- c. She asks why the professor is late.
- d. How long the class has been waiting

5. What mistake did Anna make in her report?

- a. She does not talk loud enough.
- b. Her professor gave her a different subject.
- c. She does not understand the other students.
- d. Her professor does not like violins.

3. What does Andrew say about Georgetown?

- a. He tells Anna he was unhappy there in 2015.
- b. Andrew tells Anna it is a good school.
- c. He says he has not been there for a long time.
- d. Andrew says he started studying in 2016.

Put the groups of words below into the correct order to make questions and answers.

years

both

studying

two

have

we

English

for

been

We have both been studying  
English for two years.

been

sister

your

Where

has

practicing

English

she

has

at

speaking

work

been



GAME INSTRUCTIONS

Now, together with up to three other friends, place markers on the 'Start' space.

Take turns closing your eyes and touching the number pad to find out how many spaces to move.

If you move to a space with special instructions, do what the instructions say.

If you move to a space with a picture, ask someone a question about it using 'how long' or 'where'.

- If they have been doing that thing longer than you or in a different place, move back one space.
- If they have never done that thing, ask a different friend.
- If none of your friends have done it, take another turn.

The winner is the first player whose object reaches 'Finish.'



<b>START</b>	<b>LOSE YOUR NEXT TURN</b>	<b>LIVE IN YOUR HOME</b> 	<b>PLAY MUSIC</b> 
 <b>WORK</b>	<b>MOVE AHEAD TWO SPACES</b>		<b>GO TO SCHOOL</b>
<b>LOSE YOUR NEXT TURN</b>	<b>EAT HEALTHY</b> 		<b>GO BACK TO 'START'</b>
<b>PLAY SOCCER</b> 	<b>TAKE AN EXTRA TURN</b>	<b>STUDY ENGLISH</b> 	<b>FINISH</b> 

How long have you been playing soccer?

That's longer than I have.

I have been playing my whole life.

Move back one space!

NUMBER PAD

1	2	3	1	2
2	4	1	4	1





<b>Topics</b>  Habits Expressing appreciation Expressing dislike	<b>Prepare Before Class</b>  Pictures of different sports
<b>Learning Strategy</b>  Set a Goal	<b>Goals</b>  Grammar: Review of present perfect and present perfect continuous; gerunds; infinitives (to + verb) Speaking: Gerunds and infinitives Pronunciation: Reduced form of “to” in sentences with infinitives

**Day 1**

***Introduce the Lesson Topic***

Tell students, “Today we will learn about gerunds and infinitives. These are new kinds of words.”

Ask students what activities they like to do. Examples might include, “I like running,” or “I like to play soccer.”

Circle the ‘to’ and ‘ing’ parts of the phrases and say, “These are special kinds of nouns. We make them from verb forms. Today we will learn about using these nouns.”

***Teach Key Words***

Have students listen to the Speaking Practice video and say the new words for this lesson or repeat them after you.

## Speaking Practice

After the key words, the video teaches about gerunds and infinitives.

### Speaking Practice Script – Lesson 51

#### 1. Gerunds

In this lesson, you hear some words that have “ing” at the end. They are the --ing form of a verb. We use them as nouns.

We call them “gerunds.”

2. Gerunds can be the subject of a sentence, as when Ashley talks about training.

Anna, training a little every day is a good habit to get into.

3. A gerund can also be the object of a sentence, as in “I love running!”

Now you try it.

Answer this question with a gerund.

Listen: Do you like learning English with VOA?

Speak: Yes, I like \_\_\_\_\_ English with VOA.  
(learning)

#### 4. Infinitives

Another new kind of word in this lesson is the infinitive. We make an infinitive from the simple form of the verb.

Often the word “to” comes before the infinitive.

Anna: I didn’t know you like to run!

Now you try it.

Make a sentence with the infinitive “to study.”

Speak:

VOA makes it easy for me \_\_\_\_\_  
English. (to study)

Say, “Now we are going to practice this some more.”

Ask students to write two questions - one question with a gerund and one question with an infinitive. Then tell students to ask one classmate their questions. The questions and answers should be like the ones in the videos.

Students can ask other classmates their questions. If time remains in class, ask students to volunteer in front of the entire class.

**Present the Conversation**

Tell students that the video will show how Anna has a new goal -- to run a marathon. Play the video or ask a few students to read the conversation.

Tell students to respond when there are pauses in the video.

**Main Video Script – Lesson 51**

1. Listen:

What do you know about running in a marathon?

Speak: What do you know about \_\_\_\_\_ in a \_\_\_\_\_? (running, marathon)

2. Listen:

Training a little every day is a good habit to get into.

Speak: \_\_\_\_\_ a little every day is a good habit \_\_\_\_\_ . (training, to get into)

**Pronunciation Practice**

The Pronunciation Practice video teaches how Americans pronounce the reduced form of “to” in sentences with infinitives.

**Pronunciation Practice Video Script – Lesson 51**

Listen to how English speakers say a sentence with the infinitive and the word “to.”

If the infinitive is spoken slowly and carefully, the vowel as the sound /u:/ as in “too” /’tu:/

Ashley: Do you want to sit down, Anna?

It is more common to hear the word “to” spoken quickly. Then, “to” sounds like /tə/. Listen to these examples:

Anna: I’m here to enter the race!

Woman: But ma’am you can’t enter the race.

Anna: What? How am I going to meet my goal?

Now you try it.

First say this sentence with “to” slowly and carefully.

Speak: I am planning to visit the United States this summer.

Then say the sentence quickly with /tə/

Speak: I am planning to visit the United States this summer.

Say, “Now we are going to practice this some more.”

Write the following sentences on the board:

Do you like to study English?

Yes, I like to study English.

Read the sentences slowly, using the careful pronunciation /'tu:/

Then read the sentences quickly, using the /tə/ pronunciation.

Then read the sentences using either the fast or slow pronunciation, and ask students to say which one you used.

Then ask students to write two questions using an infinitive. They should work with a partner to practice saying their sentences slowly and quickly. The partner should be able to hear a difference between the two kinds of sentences.

Students can change partners and do the activity again if time remains in class.

## Day 3

### ***Learning Strategy***

Tell students that in today's lesson, they will learn to set a goal.

Give an example. Say, "In the video, Anna made a decision. She thought about doing something difficult, or challenging herself. You can say she set a goal. When we set a goal for ourselves, we give ourselves a reason to try harder. It's kind of like extra power. You can do amazing things when you set yourself a goal and work a little every day."

Say, "You can use the strategy, set a goal, when you are learning other things besides English. For example, when you are playing a sport, you can set a goal for improving your score or your form."

### ***Activity***

Say, "Now let's talk about physical activities that you might set a goal for."

Give students a copy of the Activity Sheet.

Explain, “At the top of the sheet, match the words to the pictures. Put the number of the image in the box.”

Then ask students to look at the lower section. Explain, “Today, let’s set a goal of making lots of sentences with these special nouns. You and your partner are going to be in a race, like the people in the video. Can you write the most sentences in two minutes?” Ask students to form pairs and get ready for the writing race.

Remind students, “Each sentence you write must have an infinitive or a gerund. I’m going to time you – let’s see how many sentences you can write in two minutes. Ready, set, go!”

## Day 4

### *Listening Quiz*

Give each student a paper copy of the listening quiz. Play each question’s video and pause for students to answer. Ask students to choose the correct answer.

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

1. Anna says, “A marathon is a long race. Many marathons raise money for charity, you know - good works. A marathon is a good fitness goal too. I want to challenge myself in a marathon and maybe win a medal!”
2. Ashley says, “I love running. In fact, this weekend, I will run in my first marathon.” Anna says, “Me ... too.”
3. Ashley says, “Anna, training a little every day is a good habit to get into. Not all at once!”
4. The Woman says, “Well, you can help us with our goal, which is to raise money for sick children. Would you like to help us?” Anna says, “I’ve just found my new goal. And I get to wear a medal.”

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

### *Writing*

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:

Have you ever helped with a charity?

If not, what kind of charity would you like to help with?

## Resources

### Conversation

- Anna: D.C. is a popular city for marathons! A marathon is a long race. Many marathons raise money for charity, you know - good works. A marathon is a good fitness goal too. I want to challenge myself in a marathon and maybe win a medal! Hey, there's Ashley. Ashley! Wait for me! It's Anna!
- Anna: Ash ... ley. Ash ... ley.
- Ashley: Are you okay, Anna?
- Anna: I just ran ... from over there.
- Ashley: Do you want to sit down, Anna? Do you want some water? (Anna takes the bottle and tries to return it.) No thanks. You keep it.
- Anna: Thanks. I didn't know you like to run.
- Ashley: I love running. In fact, this weekend, I will run in my first marathon.
- Anna: Me ... too.
- Ashley: Really? You are running in a marathon?
- Anna: Yeah. In a couple of days. Why do you ask ... like that?
- Ashley: What do you know about running in a marathon?
- Anna: I know that there's a lot of running and sometimes you can win a medal.
- Ashley: How long have you been training?
- Anna: I started today. I've been training for an hour ... no, an hour and seven minutes!
- Ashley: Anna, training a little every day is a good habit to get into. Not all at once!
- Anna: Thanks for the advice, Ashley. But I'm running in a special race.
- Ashley: What marathon is it?
- Anna: I don't remember the name. But the website said everyone gets a medal.
- Ashley: Okay, well, good luck, Anna!
- Anna: Thanks, Ashley. Good luck to you, too.
- Ashley: Thank you.
- Anna: Bye!
- Ashley: Bye, Anna!
- Anna: See you!
- (At the race: an announcer calls out race information)
- Anna: Hello. I am here to enter the race!
- Woman: But ma'am you can't enter the race.
- Anna: What? How am I going to meet my goal?
- Woman: Ma'am, this race is for children. You can't run with the children.
- Anna: Children? Children. That's perfect. I just might win!
- Woman: No, ma'am. You really can't run with the children.
- Anna: I'm sorry. Of course. I was only thinking of my goal.
- Woman: Well, you can help us with our goal, which is to raise money for sick children.

Would you like to help us?

Anna: I've just found my new goal. And I get to wear a medal.  
(to child who finished race) Good job!

### ***Key Words***

**challenge** - *v.* to test the ability, skill, or strength of (someone or something)

**charity** - *n.* a organization that helps people in need

**fitness** - *n.* the condition of being physically fit and healthy

**goal** - *n.* something that you are trying to do or achieve

**habit** - *n.* something that a person does often in a regular and repeated way

**marathon**- *n.* a running race that is about 26 miles (42 kilometers) long

**medal** - *n.* a piece of metal often in the form of a coin with designs and words in honor of a special event, a person, or an achievement

**race** - *n.* a competition between people, animals or vehicles to see which one is fastest

**special** - *adj.* different from what is normal or usual

**train** - *v.* to try to make yourself stronger, faster, or better at doing something before competing in an event or competition

## Quiz - Level 1, Lesson 51 - A Good Habit

Listen. Circle the letter of the correct answer.

1. What does Anna say about marathons?

- a. Marathons are too long and are too challenging for her.
- b. That marathons cost money for many charities.
- c. Marathons help people stay fit and raise money for charities.
- d. That they are hard work for people in Washington, D.C.

3. What does Ashley tell Anna about training?

- a. Anna needs to train many hours every day.
- b. She should start training today for this weekend.
- c. Anna has been training with her for a long time.
- d. It is good to train a little every day.

2. What are Ashley and Anna talking about?

- a. They are both running in a marathon.
- b. They both do not like to run.
- c. They are making plans to run together.
- d. They have been running for a couple of days.

4. What does the woman say to Anna?

- a. She can pay money to run with children.
- b. Anna can help to raise money for the children.
- c. She does not have a goal.
- d. Anna is not as fast as the children.

## STEP 1

Match the verbs below with the picture each one describes. Write the number for each picture in the blank space next to the verb that matches it.

- weight train
- swim
- box
- ski
- stretch
- jog
- golf
- ride bikes



Weight train, ski, swim, box.

"I like to..."

## STEP 2

Now ask your friend to choose four of the verbs from above for you. In two minutes, write as many sentences as you can using either the gerund or infinitive form of those verbs. Use each verb in no more than two sentences. Then choose four verbs for your friend to use win their sentences. The person with the most sentences wins.

*I like to weight train.  
Weight training is hard.*

*weight train*






**LEVEL 1**  
**LESSON 52**  
**TAKING**  
**CHANCES**

**Topics**

Taking risks  
Discussing feelings  
Describing accomplishments

**Prepare Before Class**

Photos of local celebrities who made their childhood dreams come true (optional)  
Movie posters from different kinds of movies

**Learning Strategy**

Evaluate

**Goals**

**Grammar:** Review verb tenses; Phrasal verbs  
**Speaking:** Phrasal verbs  
**Pronunciation:** Pronounce the blended form of “sit down”

**Day 1**

***Introduce the Lesson Topic***

Tell students, “Today we will learn about taking risks. Ask students, “Do you know someone who often tries new things?” Give an example of someone from your local culture or a famous person like Bill Gates, Richard Branson, Jeff Bezos, or Elon Musk. “When we talk about doing something and we don’t know for sure it will be a good choice, we call it ‘taking chances.’ What do you think about taking chances in your own life? Have you done it? Do you want to do it in the future?” Instruct students to turn to their neighbor and give their answer.

Ask for volunteers to share with the rest of the class. Explain, “In today’s lesson, we are going to see Anna taking a chance on a new career.”

***Teach Key Words***

Have students listen to the Speaking Practice video and say the new words for this lesson or repeat them after you.

## Speaking Practice

After the key words, the video teaches about phrasal verbs.

### Speaking Practice Script – Lesson 52

1. In this lesson Kelly and Anna use some new phrasal verbs. They are made up of a verb and a preposition, an adverb, or both.

VERB + preposition

VERB + adverb

VERB + adverb + preposition

The problem with phrasal verbs in English is that you may know the words, but still may not understand the meaning of the phrasal verb. For example, one meaning of the phrasal verb “take off” is to make quick progress. But knowing the meanings of “take” and “off” do not help you to understand this phrasal verb.

Kelly uses the phrasal verb “take off” to talk about Anna’s career.

Kelly: Well, today we will meet a woman and -- her acting career has really taken off.

2. The best way to learn phrasal verbs in English is to begin to notice them in sentences you hear or see. First try to guess the meaning, Then check the meaning by asking the teacher or using an online dictionary.

Keep a list of the ones you want to remember and use them often when you write or speak English. Soon you will feel comfortable using them.

Use a phrasal verb from this lesson that means “return to a place” to complete this sentence.

After Anna goes to Hollywood, she will \_\_\_\_\_ to Washington DC. (come back)

### Day 2

### Present the Conversation

Tell students that the video will show Anna in a television interview with Director Kelly. Play the video or ask a few students to read the conversation. Tell students to respond when there are pauses in the video.

### Main Video Script – Lesson 52

1. Listen:

Anna’s acting career has really taken off.

Speak:

Anna’s acting career has really \_\_\_\_\_ .  
(taken off)

2. Listen:

I had to find out how to get around the city.

Speak:

I had to \_\_\_\_\_ how to \_\_\_\_\_ the city. (find out, get around)

Ask students to find the places in the conversation when Anna or Kelly use phrasal verbs.

Write them on the board or a shared screen:

... her acting career has really taken off.

I had to find out what it was like to BE a tree in the world

... and how to get around the city.

I'll make the movies and then come back.

Explain, "Groups of two or three words that work as verbs are called phrasal verbs. They are made up of a verb and a preposition, an adverb, or both."

### ***Pronunciation Practice***

The Pronunciation Practice video teaches about the blend of two words in the phrase "sit down."

#### **Pronunciation Practice Video Script – Lesson 52**

1. When American English speakers say the phrase "sit down" quickly it sounds like "siddown."

Listen to Kelly ask Anna to sit down.

Kelly: Please, please, sit down.

2. Now you try it. Say the words "sit down" quickly in this sentence.

Speak:

I have been walking all day. I need to sit down (/siddown/) soon.

### ***Learning Strategy***

Introduced the strategy evaluate. Say, "Now that we are at the end of this course, we can look back at what we have done, and look forward to what we want to do."

"At the end of a school term, or the beginning of a new year at work, we often evaluate -- which means, we think about what we did well and what we can do better. Turn to your neighbor and answer these questions:"

"How do you feel now that we have studied English with Let's Learn English for 52 lessons? What worked for YOU to learn English? Did you like learning new strategies every week? Did you like the games and activities we have done together?"

Give students time to tell their neighbor their answer. Ask some volunteers to share their answers with the class.

## Activity

Before the class, make sure you understand the instructions on the activity sheet.

Point out how Anna used the strategy evaluate by asking, “At the end of the conversation in this lesson, what does Anna talk about? Give students time to respond. Possible answers may include:

- That her family is proud of her
- How she was not happy about her life recently
- The fact that she has taken chances
- How she will never stop trying

Explain, “Can you say in one word what she is doing?” Give students a chance to say what they think.

Respond to students and confirm, “Anna was evaluating her recent life. When we evaluate we think about what we have done, what has happened to us, and what we want for our future. How does that connect to learning English? You can evaluate yourself, of course, by asking, am I looking for all of the ways I can practice outside of class? You can also evaluate the strategies you are using to learn.

Say, “Ask yourself, ‘Am I using the strategies I learned in class? Which ones help me the most with learning English?’”

If you have listed strategies somewhere on the wall of your classroom, refer to the list. Or show the pages listing strategies from the end of this lesson on a shared screen.

Conclude, “We’re going to practice evaluating today while we are using the new phrasal verbs.”

Give students the Activity Sheet. Explain, “At the top of the sheet, complete the phrasal verbs by writing a verb, an adverb, or a preposition in the blank.”

When students have finished, ask several volunteers to read the phrasal verbs aloud. Check understanding by asking students to use each one in a sentence.

Introduce the second activity. “Let’s imagine that we will make some movies, just like Anna.” Have students form pairs for the activity. Ask two students to stand at the front of the room to demonstrate.

“First, let’s listen to the sample conversation.” Have the volunteer students demonstrate.

Continue, “Did you notice them evaluating in their conversation?”

Point out the phrases,

I like animals

I like science.

Ask, “What were the phrasal verbs they used? (‘I can get around on a fast horse’ and ‘I’m going to find out about other worlds’) Could they use another phrasal verb? For example, you could say, ‘If I am in a science fiction movie, I will watch out for aliens.’

Now, think about your own strong points. What do you like to do? What kind of movie would you like to be in? Tell your partner, then make a sentence with a phrasal verb, too. Write your sentences below the picture.”

Check to see if the pairs are able to make sentences about the movie genres. Remind students to evaluate as they think about their strong points.

## Day 4

### *Listening Quiz*

Give each student a paper copy of the listening quiz. Play each question’s video and pause for students to answer. Ask students to choose the correct answer.

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

1. Kelly says, Many people dream of becoming actors. But very often, those dreams don’t come true. Well, today we will meet a woman and -- her acting career has really taken off. In fact, she acted in my play, “The Woods Are Alive!”
2. Anna says, “Kelly, I will be acting in three movies.” Kelly says, “Let me guess -- you’re playing a tree in all of them!”
3. Kelly asks, “So, tell me, will you be moving to Hollywood for a career in movies? Anna answers, “No. I’ll make the movies and then come back. Washington, D.C. is my home.”
4. Kelly says, “I’m sure your family is very proud.” Then Anna says, “Yes, they are. You know, Kelly, not too long ago, I didn’t feel very good about my life. I had to make a change. So, I took some chances. Sometimes I succeeded. Sometimes I failed. But I will never stop trying.”

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

## ***Writing***

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:

Have you ever taken chances to learn something new or to meet your goal? Write about a chance you took and how it helped you to learn or do something important to you.

Give the writing assignment as an in-class activity or homework.

If an in-class activity, ask a few students to share their writing with the class. They can read from their papers or summarize what they wrote.

## Resources

### **Conversation**

- Anna:** Hello, it's Anna! I did it - Washington, D.C. is my home. Looking back over the past year, I've done so many amazing things! I have met people from all over the world. I've made many good friends. And I have a great job! And I've taken a lot of chances. And now I have some really big news! Wait for it... and 3, 2, 1...
- Kelly:** Hello and welcome to "Around the Corner and Across the Street from the Actor's Studio!" Many people dream of becoming actors. But very often, those dreams don't come true.
- Kelly:** Well, today we will meet a woman and -- her acting career has really taken off. In fact, she acted in my play, "The Woods Are Alive!" Oh. She really brought the part of Tree Number 15 to life! Let's give a warm welcome to Anna Matteo!
- Anna:** Thank you. Thank you so much for having me here.
- Kelly:** Please, please, sit down. Here, here, let me help you.
- Anna:** Thanks. Thanks. Wow, it is great to see you again, Director Kelly!
- Kelly:** It's great to see you too, Anna. I see you are still wearing your tree costume. Does this have anything to do with your big news?
- Anna:** Yes. Yes, it does.
- Kelly:** Well, Anna, please share that news with us.
- Anna:** Kelly, I will be acting in three movies.
- Kelly:** That is amazing! Anna, tell us more.
- Anna:** Well, the first is a science fiction movie. The second is a romantic comedy. And the third is an action movie.
- Kelly:** That is so great! Let me guess -- you're playing a tree in all of them!
- Anna:** Yes! This is what happened. To prepare for your play, I had to find out what it was like to BE a tree in the world. I had to find out where to eat, where to shop, where to meet people and how to get around the city.
- Kelly:** Amazing. I think big things are going to happen for you, Anna. So, tell me, will you be moving to Hollywood for a career in movies?
- Anna:** No. I'll make the movies and then come back. Washington, D.C. is my home.
- Kelly:** I'm sure your family is very proud.
- Anna:** Yes, they are. You know, Kelly, not too long ago, I didn't feel very good about my life. I had to make a change. So, I took some chances. Sometimes I succeeded. Sometimes I failed. But I will never stop trying.
- Kelly:** Well, thank you for sharing your news and so much more with us, Anna.
- Kelly:** Until next time ...

## Key Words

**action movie** - *n.* a movie with events that happen quickly and that cause feelings of danger and excitement

**bring to life** - *phrase.* make or become active, lively, or interesting

**career** - *n.* a job or profession that someone does for a long time

**come back** - *phrasal verb.* to return to a place

**fail** - *v.* to not succeed or to end without success

**find out** - *phrasal verb.* to learn (something) by making an effort

**get around** - *phrasal verb.* to go, walk, or travel to different places

**prepare** - *v.* to make yourself ready for something that you will be doing or something that you expect to happen

**proud** - *adj.* very happy and pleased because of something you have done, something you own, or someone you know or are related to

**romantic comedy** - *n.* a movie or play that deals with love in a light, humorous way

**science fiction** - *n.* a kind of story about how people and societies are affected by imaginary scientific developments in the future

**share** - *v.* to tell someone about (your feelings, opinions, or thoughts)

**take chances** - *phrase.* to do things even though there could be good or bad results

**take off** - *phrasal verb.* make great progress

## Quiz - Level 1, Lesson 52 - Taking Chances

Listen. Circle the letter of the correct answer.

1. What does Kelly tell us about Anna?

- a. Anna wrote a play called, "The Woods Are Alive!"
- b. She played a tree and her career is making good progress.
- c. Anna's dream of a career as an actor did not come true.
- d. She is taking off some time from work.

3. Where will Anna make her movies?

- a. She will make her movies at home in Washington, D.C.
- b. She will make her movies and then return to Washington, D.C.
- c. She will go to Hollywood to live and make her movies.
- d. She will not leave her home to make her movies.

2. What does Anna say about movies?

- a. She is playing a tree in three movies.
- b. Anna saw an action movie yesterday.
- c. She is interested in science fiction movies.
- d. Anna loves romantic comedies.

4. What strategy is Anna using in this video?

- a. Act it out
- b. Monitor
- c. Evaluate
- d. Predict

STEP 1

Make phrasal verbs by writing a verb, adverb or preposition in the blank.  
Use the words in the box below.

find

come

out

off

get

watch out \_\_\_\_\_ back \_\_\_\_\_ out \_\_\_\_\_ around take \_\_\_\_\_

STEP 2

What kind of movie star would you like to be?  
Evaluate your strong points.  
Choose a kind of movie. Tell your partner about what you will play in the movie.  
Then use a phrasal verb to talk about the movie.  
Write the sentences you say in the boxes below the pictures.

Science Fiction Movie



\_\_\_\_\_

\_\_\_\_\_

Action Movie



\_\_\_\_\_

\_\_\_\_\_

Romantic Comedy



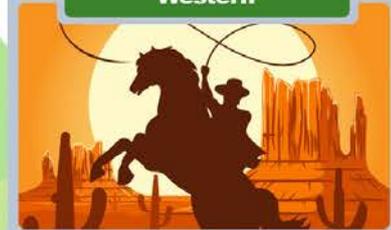
\_\_\_\_\_

\_\_\_\_\_

I like animals.  
So I will be a  
cowgirl in a  
western movie.  
I can get  
around on a  
fast horse.



Western



\_\_\_\_\_

\_\_\_\_\_



## **LEVEL 1** **ADDITIONAL** **RESOURCES**

**VOA Learning English**

### **Other VOA Learning English Courses**

#### **Let's Teach English**

The Let's Teach English video series offers free online training for English language educators worldwide.

#### **Let's Learn English - Level 2**

The Level 2 course of Let's Learn English has 30 lessons.

### **On the VOA Learning English Website**

#### **VOA English Challenge Test**

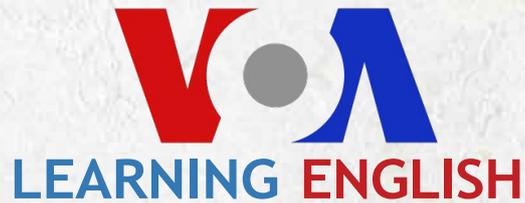
The EF Standard English Test is a free standardized English test developed by EF Education First. The test gives a CEFR score from A1 - C2. Let's Learn English Level 1 is good for learners from level A2 to B1. Let's Learn English Level 2 is good for learners from level B2 to C1.

#### **Learning English Word Book**

A 1500-word dictionary is available on our website in the form of a downloadable book.

### **Congratulations! You have now finished Let's Learn English Level 1**

Print the certificate on the next page to show your achievement.



# Certificate of Achievement

**This certificate is presented to:**

**For successful completion of**

**Let's Learn English  
Level 1**

**A self-directed 52-lesson program to develop  
listening, speaking, vocabulary and writing skills  
in American English.**

**Awarded this day of**

     *I*      *I*     



*Yolanda Lopez*

**Yolanda Lopez**  
Acting Director, Voice of America.

*Hai Do*

**Hai Do**  
Chief, VOA Learning English

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