



**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	