



LEVEL 1
LESSON 19
WHEN DO I
START?

Topics Saying the months of the year Talking about seasons and activities	Prepare Before Class Cards or paper strips with months of year and seasons (from Resources section)
Learning Strategy Summarize	Goals 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

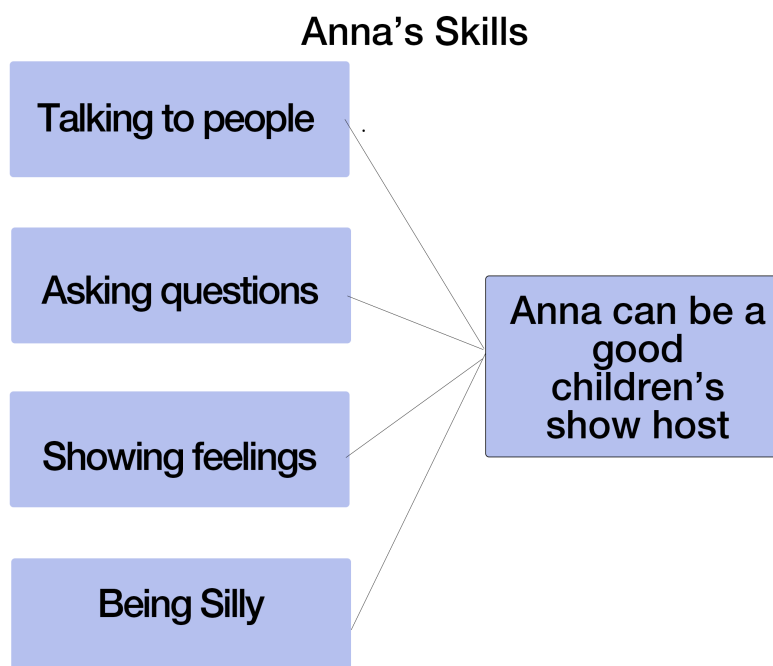
Tell students that they are going to learn to summarize.

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
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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



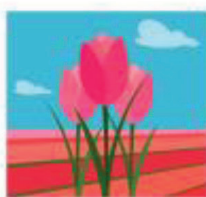
February



March



April



May



June





July



August



September



October



November



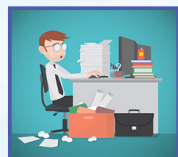
December



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
January												
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?