



**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*



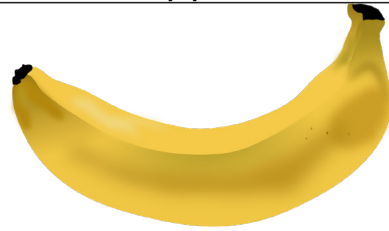
potatoes



apples



carrots



banana



oranges



peppers

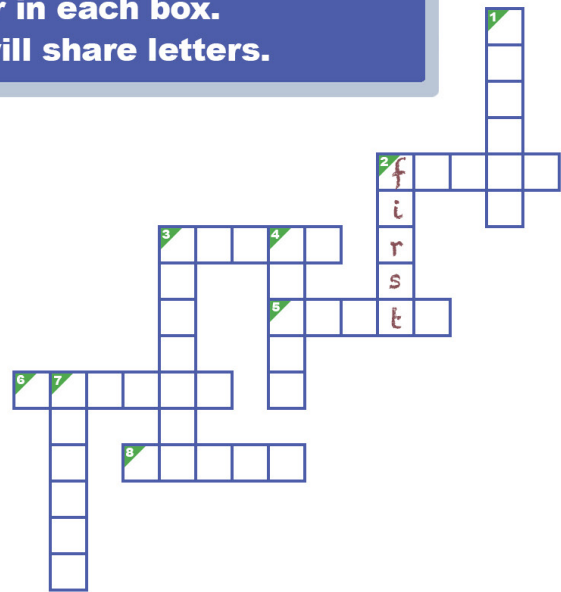
### ***Ordinal Number Cards***

<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>

STEP 1

Look at the clues below.  
Write the ordinal form of the numbers in the crossword puzzle below.  
Put only one letter in each box.  
Some of the words will share letters.


CLUES			
ACROSS		DOWN	
2	five	1	four
3	six	2	one
5	nine	3	seven
6	two	4	ten
8	three	7	eight



STEP 2

Now look at the pictures of the people.  
Write one sentence about three people.  
In the sentences, say the order in which they do the activities.  
Try to use the adverbs **always** or **never**.  
Read your sentences to your partner.  
Let them guess which person each sentence is about.  
Then listen to their sentences and do the same.

watching TV    exercise    go to work

<b>1st</b>	 Tina	 Mary	 Bob
<b>2nd</b>	 Bob	 Tina	 Mary
<b>3rd</b>	 Mary	 Bob	 Tina

She always watches TV first.

That is Tina.



Write your sentences here.

1	She always watches TV first. (Tina)
2	
3	
4	

## Actions and Adverbs



sleep



relax



read



shop



play



work



jog



walk



eat



cook

**always**

**sometimes**

**never**