



LEVEL 1
LESSON 13
HAPPY BIRTHDAY,
WILLIAM
SHAKESPEARE!

Topics Usual and unusual activities	Prepare Before Class Chart for frequency adverbs on board or screen
Learning Strategy Make an Inference	Goals 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.

