



**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.

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A writer.

Because I liked to read good books.