



<b>Topics</b>  Vacations  Seasons	<b>Prepare Before Class</b>  Images of tourist attractions, amusement parks, or monuments
<b>Learning Strategy</b>  Plan	<b>Goals</b>  Grammar: Future events and intentions using going to  Speaking: “My favorite season is...” and “When I go on vacation, I like ____.”  Pronunciation: Shadowing

**Day 1**

***Introduce the Lesson Topic***

Tell students, “Today we will talk about future events. We will learn to talk about vacations and seasons of the year as well.”

Ask students, “What is your favorite season, and why?” As students answer, write the names of seasons on the board.

Ask students, “Would you like to go on a vacation?”

Continue, “What do/would you like to do when you go on vacation?” Write their answers on the board. Possible answers may include, “Go to the beach/go swimming,” “Go to an amusement park/ride a roller coaster” or “Go outdoors/go hiking, fishing, or camping.”

Continue, “When we go on vacation, we often go to different kinds of places during different seasons. Let’s learn how to talk about that in English today. We will also learn how to use the strategy Plan when we talk about these things.”

## 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 about seasons and vacation activities.

### Speaking Practice Script – Lesson 22

1. There are four seasons in each year.

They are Winter, Spring, Summer, and Autumn

Sometimes you will hear the word Fall.

Autumn is the same as Fall.

Autumn=Fall

4. In America, there are many popular things to do on vacation.

Listen to Anna and Amelia talk about one popular thing to do on vacation: camping.

Anna: “Today we are going to take you on a summer vacation! You will see popular things to do on vacation! One is camping. When you go camping, you cook, sleep, and play outdoors!”

Amelia: “When I go camping, Anna, I like to go hiking and fishing.

Anna: “Me, too. Those are fun things to do when you go camping!”

2. You will often hear Americans talk about their favorite season.

They do this by using the phrase “My favorite season is...”

Listen to Anna talk about her favorite season: “My favorite season is summer because of summer vacation!”

5. Now you try it.

Talk about what you like to do on vacation.

When I go on vacation, I like \_\_\_\_ and \_\_\_\_.  
(student chooses activities they like)

3. Now, you try it.

Talk about your favorite season.

My \_\_\_\_\_ season is \_\_\_\_\_. (favorite, student choice)

## **Activity 1A**

Write on the board:

Student A: What is your favorite season?

Student B: My \_\_\_\_\_ season is \_\_\_\_\_.

Ask students to get ready for a pair practice. They should form two lines, facing each other. One student should be Student A and his or her partner should be Student B.

Walk around and listen to students as they practice. Answer questions as needed. When students have completed the lines, they can trade roles.

Ask one student to move from the front of one line to the back of the same line. Students should move over so that they are standing across from a new student. Repeat the question and answer about seasons.

## **Activity 1B**

While students are practicing, write on the board.

Student A: What do you like to do on vacation?

Student B: When I go on vacation, I like \_\_\_\_ and \_\_\_\_.

Tell students in one line to be Student A. Their partner will be Student B. Follow the same steps outlined in Activity 1A.

## **Day 2**

### **Learning Strategy**

Tell students that in today's lesson, they will learn to plan.

Say, "We plan when we want to start something new or achieve something."

Give an example: "Imagine something you want to learn to do, like getting better at a sport that you play. Maybe you want to learn a new dance." Then ask, "What happens next?"

Write their responses on the board. Say, "An important part of achieving one's goals is to plan how to meet those goals."

## Present the Conversation

Tell students that the video will show Anna and her co-worker, Amelia, planning a new children's show. Anna has many ideas for the show. Will Amelia like them and work well with Anna? Play the video or ask a few students to read the conversation.

### Main Video Script – Lesson 22

#### 1. Listen:

What are we going to talk about on the first show?

#### Speak:

What are we \_\_\_\_\_ talk about on the first show? (going to)

#### 2. Listen

I want to talk about summer vacation.

#### Speak:

I \_\_\_\_\_ talk about summer vacation. (want to)

#### 3. Listen:

First, we're going to introduce the subject.

#### Speak:

\_\_\_\_\_, we're going to \_\_\_\_\_ the subject. (First, introduce)

#### 4. Listen:

Then we can show pictures and video.

#### Speak:

\_\_\_\_\_ we \_\_\_\_\_ show pictures and video. (Then, can)

At the end of the video or after listening to the conversation, ask students, "What are Anna and Amelia doing?" Give students time to answer.

Say, "They are planning the new show."

Write the words on the board:

First

Then

Finally

Explain, "These words show the order of the events they are planning. We can do the same thing with an event in our own future."

Say, "We will practice planning later by talking about what we plan for a vacation."

## Activity 2

Hand out the Activity Sheet to all students. Tell students, “Look at the Activity Sheet. Work with a partner to fill in the names of the activities and the seasons.”

Say, “Then write out your plans and your partner’s plans for the next four seasons. Then walk around and ask two classmates about their plans for the next four seasons.”

Ask students to look at the middle part of the activity sheet. Notice the line that rises and falls above the sentence in the middle of the page. Tell them that one way to practice shadowing is to draw the way the speaker’s voice goes up and down.

Read the first sentence for the students, and match your voice to the rise and fall of the line. Read the line again, and then ask students to say the sentence with you, or “shadow.”

Ask students to work in pairs. They should not work with students that they worked with in yesterday’s lesson.

Tell the students you will read the second line in the activity sheet, and they must listen and work together to draw the line that shows how your voice moves. Read the line slowly two times, then ask students to repeat the line slowly and draw how your voice moved.

Ask several students to read the second sentence. Ask others if they correctly made their voice go up and down.

Then ask the students to say the line with you at a normal speed.

Follow the same steps for the third sentence.

If time permits, ask students to practice making statements. Their partners should try to “shadow” them by matching the rising and falling of their voices.

## ***Pronunciation Practice***

The Pronunciation Practice video teaches how to “shadow.”

### **Pronunciation Practice Video Script – Lesson 22**

1. In this week’s lesson, you can see Amelia and Anna saying something at the same time.

Even though they are both talking, they are not being rude, or impolite.

Remember in Lesson 16, Anna asks tourists to talk with her:

Excuse me. I’m Anna Matteo from The News. Do you have time for an interview?

2. In this lesson, Anna does not say “excuse me.” She and Amelia say the same thing at the same time. Friends talking together often do this. Listen to Anna and Amelia showing their feelings about roller coasters and the beach.

Amelia: I love cotton candy ...!

Anna and Amelia: and roller coasters!

Anna and Amelia: I love the beach!

English teachers say learners should ‘shadow’ an English speaker to practice.

3. Now you try it. Watch the video two or three times. Start saying the words together with the actors. Now you are shadowing.

Amelia: What is the last vacation?

Anna: One of the most popular summer vacations is ... going to the beach!

Anna and Amelia: I love the beach!

## ***Listening Quiz***

This quiz does not have audio prompts. You can play the main video again so students can remember the conversation. Or, ask a few students to read the conversation aloud.

Give each student a paper copy of the quiz and ask them to choose the correct answer.

For teacher reference, here are the answers:

1. She likes summer vacation.
- 2 Anna wants to show videos.
- 3 They like to go hiking and fishing.
- 4 She wants to go to the beach immediately.
- 5 She is sad she cannot take vacation this summer.

## ***Writing***

Discuss the key words that may be used for the topic. Write some of them on the board for students to use in their written work. Write the writing topics on the board:

What is your favorite season?

What do you like to do when you go on a vacation?

Give students a choice to illustrate their writing with drawings of their favorite season or the things they like to do, and collect the finished work to post on the classroom walls and make a gallery of the students' writing and drawing.

## Resources

### *Conversation*

- Anna: Washington, D.C. has four seasons: winter, spring, summer and autumn or fall. My favorite season is summer because of summer vacation! Hey, that will be a great subject for my new work assignment -- the children's show. I can teach what families in the U.S. do during summer vacation. Today, I'm planning the show with Amelia. This is the first time we are working together. I hope we can work well together. Hi, Amelia!
- Amelia: Hi, Anna! So, what are we going to talk about on the first show?
- Anna: I want to talk about summer vacation.
- Amelia: That will be fun! Are you going on vacation this summer?
- Anna: No. This summer I am too busy.
- Amelia: That's too bad.
- Anna: It's okay. I can go on vacation next summer. This show will be a lot of fun too!
- Amelia: So, Anna, what's the plan for the show?
- Anna: First, we're going to introduce the subject. Then we can show pictures and video.
- Amelia: We can show tons of video!
- Anna: Right! We can interview children and have guests, too.
- Amelia: Kids can ask us questions.
- Anna: Great idea! Finally, we can read the questions and tell them where to learn more.
- Amelia: Okay, let's try it!
- Anna: Let's do it!
- Anna: Hi there! And welcome to ... Amelia, we don't have a name for the show.
- Amelia: We'll think of a name later. For now, we'll call it "The Show."
- Anna: Great. Hi there! And welcome to "The Show."
- Anna: Today we are going to take you on a summer vacation! You will see popular things to do on vacation!
- Anna: One is camping. When you go camping, you cook, sleep and play outdoors!
- Amelia: When I go camping, Anna, I like to go hiking and fishing.
- Anna: Me, too. Those are fun things to do when you go camping!
- Anna: These people are hiking.
- Amelia: Okay, let's talk about the next vacation.
- Anna: Another popular summer vacation is going to an amusement park. At an amusement park, you go on rides and eat lots of fun food!
- Amelia: I love cotton candy ... !
- Anna & Amelia: and roller coasters!



Amelia: This show is going to be a lot of fun.  
Anna: I know!  
Anna: This is riding a roller coaster!  
Amelia: Whoooo! What is the last vacation?  
Anna: One of the most popular vacations is ... going to the beach!  
Anna & Amelia: I love the beach!  
Anna: When I see that blue ocean, I want to leave Washington, D.C. immediately and go to the beach!  
Anna: Maybe next summer.  
Amelia: But right now, it's time to work!  
Anna: Right. Until next time ...

## Key Words

**amusement park** - *n.* a place that has many games and rides (such as roller coasters and merry-go-rounds) for entertainment

**beach** - *n.* an area covered with sand or small rocks that is next to an ocean or lake

**camping** - *n.* the activity of sleeping outdoors in a tent usually for enjoyment

**cotton candy** - *n.* candy made from sugar that is boiled, spun into a soft material using a special machine, and then wound around a stick

**fishing** - *n.* the sport or business of catching fish

**guest** - *n.* a usually well-known person who is invited to appear or perform on a program

**hike** - *n.* to walk a long distance especially for pleasure or exercise

**immediately** - *adv.* without any delay

**introduce** - *v.* to speak briefly to an audience about something that is about to begin

**kid** - *n.* a young person

**outdoors** - *adv.* outside a building or not inside a building

**plan** - *n.* a set of actions that have been thought of as a way to do or achieve something

**plan** - *v.* to think about and arrange the parts or details of (something) before it happens or is made

**right** - *adv.* in a direct course or manner

**right now** = immediately

**roller coaster** - *n.* a ride at an amusement park which is like a small, open train with tracks that are high off the ground and that have sharp curves and steep hills

**season** - *n.* one of the four periods into which the year is commonly divided

**subject** - *n.* the person or thing that is being discussed or described

**swimming** - *n.* the sport or activity of moving through water by moving your arms and legs

**vacation** - *n.* a period of time that a person spends away from home, school, or business usually in order to relax or travel

## ***The Four Seasons***

**spring** - *n.* the season when plants and trees begin to grow

**summer** - *n.* the warmest season of the year

**autumn** - *n.* the third season of the year, when crops and fruits are gathered and leaves fall

**winter** - *n.* the coldest season of the year

## Quiz - Level 1, Lesson 22 - Next Summer

Listen. Circle the letter of the correct answer.

1. Why does Anna say summer is her favorite season?

- a. She likes summer vacation.
- b. Anna likes the temperature.
- c. She does not like autumn.
- d. Anna says she likes the rain.

4. What does Anna say about the beach?

- a. Anna likes the beach in Washington, D.C.
- b. She wants to go to the beach immediately.
- c. Anna does not want to go to the beach.
- d. She likes the blue water, but does not like the beach.

2. What does Anna want to do after they introduce the subject?

- a. She wants to talk to adults.
- b. Anna wants to end the show.
- c. She wants to ask kids questions.
- d. Anna wants to show videos.

5. Why does Anna say "Maybe next summer?"

- a. Anna does not really want to go to the beach.
- b. She does not know where she will live next summer.
- c. Anna wants Amelia to go on a vacation next summer.
- d. She is sad she cannot take vacation this summer.

3. What do Anna and Amelia like to do when they go camping?

- a. They like to cook and sleep.
- b. They sleep in a warm, comfortable bed.
- c. They like to go hiking and fishing.
- d. They cook, sleep, and play indoors.

STEP 1

Look at the list of the four seasons below.  
Write the correct season above the months when each season happens in the U.S. Then fill in the blanks below with the correct letters to spell the different activities you can do in each season.

Seasons

FALL SUMMER SPRING ~~WINTER~~

Winter					
December	January	February	March	April	May
go s <u>k</u> i <u>n</u> g			start _ a _ d _ _ ing		
go _ l _ dd _ ng			go _ _ mp _ _ g 		

June	July	August	September	October	November
go s _ i _ mi _ g			start stu _ _ _ _ g 		
play _ as _ _ a _ l			play _ _ _ _ ball 		

STEP 2

Watch the video or listen to the audio for Let's Learn English Lesson 22 again and try to find the sentences below in the dialogue.  
Listen or watch one more time and draw a line over each sentence.  
Make each line go up and down to show how the voice changes.

- Are you going on vacation this summer?
- First, we're going to introduce the subject. Then we can show pictures and video.
- When you go camping, you sleep, cook and play outdoors!

**STEP 3**

Talk to a friend about the plans you both have for the next four seasons.  
Write down both your plans and their plans.

**Your plans for the next four seasons:**


Are you going to go skiing next winter?

No. I am going to go sledding.



**Your friend's plans for the next four seasons:**


**STEP 4**

Now listen to two other friends talk about their plans for next year.  
Practice your pronunciation by shadowing them.