



LEVEL 1
LESSON 25
WATCH OUT!

Topics

Playing games

Warnings

Recommending products, giving advice

Prepare Before Class

Small markers for board game pieces

Learning Strategy

Make associations

Goals

Grammar: Should; ought to

Speaking: Making recommendations using 'should'

Pronunciation: Past tense contractions (didn't)

Introduce the Lesson Topic

Say, "Today, we will learn about playing games. We will also learn about giving advice."

Ask students, "Do you like to play games?" Give students time to answer.

Continue, "Is playing games good for us? Why or why not?" Again, take student answers. Possible answers may include, "We get exercise playing active games, so it is healthy;" or "We sit too much when we play video games, so it is not good for us."

Explain, "There are some new games that you must play on a mobile phone while you walk around. Anna and Dan are playing a game like that in the lesson today. What are some other games that you can play while walking around?"

Give students time to comment. Write the names of the games they mention on the board.

Teach Key Words

Ask 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 how to use “should” to make a recommendation.

Speaking Practice Script – Lesson 25

Making recommendations using “should.”

1. In English, the modal verb “should” is used to say or suggest that something is the proper, reasonable, or best thing to do. You will often hear Americans make recommendations using “should.”

3. Now you try it. Tell someone they should watch Let’s Learn English.

Listen:

I want to learn English.

Speak:

Then you watch Let’s Learn English!
(should)

2. Listen to Dan telling Anna what she should do in the video:

Anna: I don’t have time for games. I want to learn about U.S. presidents.

Dan: Then you should play this game. When you find an American symbol, you win points and a fun fact about a U.S. president.

Ask students to make their own recommendations to a partner using “should.”

Day 2

Present the Conversation

Tell students that the video will show Anna meeting a man who is playing a video game. Play the video or ask a few students to read the conversation. Tell students to respond when there are pauses in the video.

If students are not familiar with the monuments in Washington, D.C., show some photos of the Jefferson Memorial ([National Park Service site](#)) from the Resources section.

Main Video Script – Lesson 25

1.
Listen:
Watch out!
Speak:
___out! (Watch)

3.
Listen:
You ought to buy the app.
Speak:
You___ ___buy the app. (ought to)

2.
Listen:
You should be more careful.
Speak:
You___be more careful. (should)

4.
Listen:
Got it. Thanks!
Speak:
___it..___ ! (Got, Thanks)

Ask students to think of three times when they could tell someone to “watch out.” Possible examples are: getting off a bus or train, using a sharp knife or tool, and pouring a hot drink.

Have students share their situations with you when they have created their list and write some of the situations on the board.

Learning Strategy

Say, “In this lesson, Anna connects the picture of an American flag in her mind with President Thomas Jefferson. She sees the flag in the game and says, ‘I know that Thomas Jefferson signed the Declaration of Independence! Now, where is that symbol?’”

Continue, “Anna says, ‘Here it is! My first one. It’s an American flag! I won 60 points! An American flag works well for Thomas Jefferson. I see lots of American flags on Independence Day!’”

Explain, “When we think of connections between things, we are making associations. Anna is making associations between the flag and President Thomas Jefferson. What associations do you make when learning new things in English? Is there something in this lesson that you can connect with the new words? Often, the connection can help you remember the words.”

Put students into groups of two or three. Give them time to read the conversation together or watch the video again to look for one association. Ask someone from each group to share what they found.

Pronunciation Practice

The Pronunciation Practice video teaches about the past tense contraction “didn’t.”

Pronunciation Practice Video Script – Lesson 25

1. In slow speech, Americans say “did not” to negate the verb “did,” which is the past tense of the verb, “do.”

Here is an example from the video:

Anna: Hey, watch out!

Dan: I’m sorry. I did not see you.

Anna: You were not looking. You should be more careful.

2. In fast speech, Americans put the words together. They say “didn’t” instead of “did not.”

3. Now you try it. Use didn’t in a sentence.

Listen:

Did you study English yesterday?

Speak:

No, I ___ study English yesterday. (didn’t)

Ask students to form pairs and ask each other questions that can be answered in the negative. They can be as silly as the students wish. For example:

Student A: Did you see an elephant in class this morning?

Student B: No, I didn’t. Did you ride a space ship to school?

Student A: No, I didn’t.

Activity – Giving Advice Game

Put students into groups of four and give each group one copy of the Activity Sheet.

Give the students unique game pieces or ask them to write their name on a small piece of paper to move around the game board.

To play the game, each player closes their eyes and points to the number grid on the game board. The number closest to their finger is the number of spaces the player will move.

If the player moves their game piece to a space with a location on it, the player should choose the activity pictured on the board that they associate with this location and tell the others.

For example, if a student lands on the image of a mountain, she may say, “I should go rock climbing.” For a recommendation, she could also say, “You should always wear gloves

(or a harness) when you go rock climbing.”

Then, if the player can make a recommendation for that location, they can move forward one more space. If they cannot think of a recommendation but another player can, the first player must move back one space.

Take turns repeating all of these steps for each player. The player who reaches the ‘Finish’ space first is the winner.

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 “You should be more careful.”
2. Dan thinks playing the game will help Anna learn about the U.S. Presidents
3. Dan says Anna should buy the app for the “Catch Americana” game.
4. Anna says, “An American flag works well for Thomas Jefferson!” Anna is connecting two ideas: flags and Thomas Jefferson.
5. She says she wants to learn more about U.S. Presidents.
6. Dan tells Anna: “You have to find things that aren’t really there.”

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 in class. Write some of them on the board for students to use in their written work.

Say, “In this lesson, Anna learns about a new video game. What games do you like to play? Choose one or two games and describe how to play them.”

Write the questions on the board then give students time to write. If an in-class activity, ask a few students to share their writing with the class.

Resources

Conversation

- Anna: Hello from Washington, DC! This city has many monuments and memorials.
- Anna: Today I am visiting the ones built in memory of our Presidents: Washington, Jefferson, Lincoln and Roosevelt.
- Anna: I want to learn more about them.
- Anna: Hey! Watch out!
- Dan: Sorry! I didn't see you.
- Anna: You were not looking. You should be more careful.
- Dan: I know I should be more careful. But this game is really fun.
- Anna: What kind of game?
- Dan: You have to find things that aren't really there.
- Anna: How can you find things that aren't really there?
- Dan: They're in your phone. See?
- Anna: I see. It's like a scavenger hunt.
- Dan: That's right!
- Anna: I don't have time for games. I want to learn about U.S. presidents.
- Dan: Then you should play this game! When you find an American symbol, you win points and a Fun Fact about a U.S. President.
- Anna: I have time for this game!
- Dan: Here are the symbols that I caught: the Statue of Liberty for 20 points, Uncle Sam for 40 points and the American flag for 60 points.
- Anna: What symbol are you looking for now?
- Dan: I am looking for the bald eagle. That is 100 points! It should be near the Washington Monument.
- Anna: This game is awesome.
- Dan: You ought to buy the app right now. It's called "Catch Americana."
- Anna: Got it. Catch Americana.
- Anna: Thanks! Good luck!
- Dan: Good luck to you too!
- Anna: This is the Jefferson Memorial. I know that Thomas Jefferson signed the Declaration of Independence! Now, where is that symbol?
- Anna: Here it is! My first one. It's an American flag! I won 60 points!
- Anna: An American flag works well for Thomas Jefferson*. I see lots of American flags on Independence Day!
- Anna: Where is my Jefferson Fun Fact?
- Voice: In his lifetime, Thomas Jefferson wrote about 19,000 letters!
- Anna: I did not know that. Where is the next symbol?

**See an explanation of this sentence in the Learning Strategy section.*

Key Words

Americana - *n.* things produced in the U.S. and thought to be typical of the U.S. or its culture

bald eagle - *n.* a very large bird of North America that has a white head and white tail feathers

build / built - *v.* to make (something) by putting together parts or materials

be careful! - an instruction to take care in a particular situation

catch/caught - *v.* to capture and not allow (a person, animal, or fish) to escape

Declaration of Independence - *n.* the statement adopted by the Second Continental Congress meeting at Philadelphia, Pennsylvania on July 4, 1776. It said that the thirteen American colonies would not accept British rule

find / found - *v.* to get or discover something or someone that you are looking for

flag - *n.* a piece of cloth with a special design that is used as a symbol of a nation or group

Independence Day - *n.* July 4 celebrated as a legal holiday in the U.S. in honor of the day when the Declaration of Independence was signed in 1776

memory - *n.* the power or process of remembering what has been learned

in memory of or in someone's memory - made or done to honor someone who has died

ought to - *modal verb.* used to say or suggest that something is the proper, reasonable, or best thing to do. It has the same meaning as should and is used in the same ways, but it is less common and somewhat more formal.

point - *n.* a unit that is used to score a game or contest

scavenger hunt - *n.* a game in which players try to find specified items within a particular period of time

should - *v.* used to say or suggest that something is the proper, reasonable, or best thing to do

Statue of Liberty - *n.* A large sculpture given to the United States from the people of France. It is a symbol of freedom and democracy.

symbol - *n.* an action, object, event, etc., that expresses or represents a particular idea or quality

Uncle Sam - *n.* A common symbol of the government of the United States.

Watch out! - *phrasal verb.* to be aware of something dangerous

America's Presidents

Thomas Jefferson - America's 3rd president, Thomas Jefferson, signed the Declaration of Independence on America's birthday - the 4th of July. (The symbol for President Jefferson in the Catch Americana game is an American flag.)

Quiz - Level 1, Lesson 25 - Watch Out!

Listen. Circle the letter of the correct answer.

1. How does Anna give advice to Dan?

- a. Anna says "Hey!" To Dan.
- b. She tells Dan he was not looking.
- c. Anna tells Dan to stay away.
- d. She says Dan should be more careful.

4. Which learning strategy is Anna using?

- a. Anna is summarizing.
- b. Anna is making associations.
- c. Anna is asking questions.
- d. Anna is predicting.

2. Why does Dan tell Anna to play the game?

- a. Anna says she loves to play games on her phone.
- b. Dan says the game will help Anna meet new friends.
- c. Anna says she wants to learn about U.S. Presidents.
- d. Dan wants to teach Anna about the U.S. Presidents.

5. What does Anna say about the U.S. Presidents?

- a. Hi, want to learn more about them?
- b. I want to learn more about Tim.
- c. She wants to tell their stories.
- d. I want to learn more about them.

3. How does Dan give advice to Anna?

- a. Dan says Anna ought to buy the app.
- b. He says Anna should play the game with him.
- c. Dan says Anna has to buy the app right now.
- d. He says everyone is playing the game.

6. What does Dan say about the game?

- a. You have to find things that aren't on the chair.
- b. You have to find things that aren't really there.
- c. You have to find rings that are really there.
- d. You have to put things in places here and there.

GAME INSTRUCTIONS

Find one or more friends to play this game with you.
Each person should use a piece of paper or other object as their game piece.
At the beginning, each person puts their game piece on the space marked "Start."
Choose one person to go first. The first person should close their eyes and put their finger on one of the squares below with the number 1 through 4 on them.
The number their finger touches is the number of spaces they move their game piece forward.

 <p>MOUNTAIN</p>	<p>GO FORWARD THREE SPACES</p>	 <p>FOREST</p>	<p>ROLL AGAIN</p>	 <p>BEACH</p>
<p>CHANGE PLACES WITH ANOTHER PLAYER</p>	<p>GAME RULES</p> <p>If the first player moves their game piece to a space with instructions on it, that player should follow those instructions. If the player moves their game piece to a space with a location and tell the others. Then, if the player can make a recommendation associated with that location, they can move forward one more space. If they cannot think of a recommendation but another player can, the first player must move back one space. Take turns repeating all of these steps for each player. The player who reaches the "Finish" space first is the winner.</p>			<p>START</p>
 <p>PARK</p>	<ul style="list-style-type: none"> - DANCE - WATCH TV - PLAY FOOTBALL - GO SHOPPING - GO CAMPING - ROCK CLIMBING - SCUBA DIVE 			 
<p>LOSE YOUR NEXT TURN</p>	<p>GO FORWARD ONE SPACE</p>	 <p>PARTY</p>	<p>GO BACK TO START</p>	 <p>BEDROOM</p>

Thomas Jefferson Memorial
(for a video introduction, see <https://www.nps.gov/thje/index.htm>)

