



**LEVEL 1**  
**LESSON 45**  
**THIS LAND IS YOUR**  
**LAND**

<b>Topics</b>  Talking about upcoming events  Expressing desires to see sights or do activities on a trip	<b>Prepare Before Class</b>  Pictures of places in the U.S. (Grand Canyon, Statue of Liberty and others, as seen in the Resources section)
<b>Learning Strategy</b>  Predict	<b>Goals</b>  Grammar: Future continuous verb tense Speaking and Pronunciation: Reduced form of “will” in future continuous tense

**Day 1**

***Introduce the Lesson Topic***

Ask students, “Do you like to travel? Did you ever go on a trip with a friend? If not, where do you want to travel in the future?” Tell students to turn to their neighbor and respond. Ask students to give many examples of places they have traveled or want to travel.

Say, “Today, we will see Anna and Marsha taking a road trip together. Can you guess what road trip is?” Take responses from a few students. Explain that the words “road trip” are used when people together for a long distance by car.

Finish with, “We will also hear Anna and Marsha use a verb tense to talk about plans.”

***Teach Key Words***

Have students listen to the Speaking Practice video and say the new words for this lesson or repeat them after you. Pause the video when the meaning is shown and make sure all students understand the meaning.

Do not play the second half of the video. Save it for use on Day 2.

## Present the Conversation

Tell students that the video will show Anna and Marsha on a road trip across the United States. Say, “What will they see? Let’s find out.”

### Main Video Script – Lesson 45

1. Listen:

Will we be stopping soon?

Speak:

\_\_\_ we \_\_\_ soon? (Will, be stopping)

2. Listen:

We won’t be stopping soon.

Speak:

We \_\_\_ be \_\_\_ soon. (won’t, stopping)

### Day 2

## Speaking Practice

After the key words, the Speaking Practice video teaches about using the future continuous verb tense to talk about plans.

### Speaking Practice Video Script – Lesson 45

#### 1. Future Continuous Tense

In this lesson, you hear Anna and Marsha using the future continuous verb tense. The tense uses this structure: will + BE + verb + -ing.

The future continuous tense shows that an action in the future goes on for a period of time. Listen to Marsha as she talks about the road trip.

Marsha: We will be driving for a long time. So, we might get bored.

The future continuous tense is helpful for predicting or telling someone what will happen in the future.

2. While Anna is driving, she predicts what will happen soon.

Anna: Okay, we will be stopping for gas and a bathroom break in about an hour.

Now, you try it. Answer the question with the future continuous tense.

Listen:

Will you be finishing Let’s Learn English soon?

Speak:

Yes, I \_\_\_ be \_\_\_ Let’s Learn English soon! (will, finishing)

## ***Pronunciation Practice***

The Pronunciation Practice video teaches about saying the reduced form of “will” in the future continuous tense.

### **Pronunciation Practice Video Script – Lesson 45**

1. In this lesson, you hear Anna and Marsha using the future continuous verb tense. When Americans use this tense, they usually reduce, or shorten, the word “will” to /l/.

Anna: We’ll be eating lunch in about two hours.

Notice that American English speakers also reduce the time expressions such as “in about two hours” to /nabout/ two hours.

2. Now, you try it. Shorten “will” to /l/ and “in about” to /nabout/.

Listen:

When will we be stopping?

Speak:

We’ \_\_\_ be stopping \_\_\_ \_\_\_ an hour. (We’ll, in about)

## ***Practice Future Continuous***

Say, “Now, let’s practice future continuous.” Ask students to find the places in the conversation when Anna and Marsha use this verb tense. As they respond, write their answers on the board:

We will be driving for a long time.

Will we be stopping soon?

We’ll be eating lunch in about 2 hours.

We will be arriving in New York City very soon!

Guess what we’ll be seeing?

Show the form of the future continuous. Say, “These sentences use the future continuous verb tense. We use it for an action or event that will be in progress at a time later than now.”

Say, “You make it this way” and write this on the board:

will + BE + verb + ing

Put students into pairs. Be sure that one person in each pair has very strong English skills.

Ask students to make a few sentences using your classroom schedule. Give them time to write and then let several pairs share a sentence with the class.

Here are examples of possible sentences:

- We will be taking a break in about fifteen minutes. (the break may be 10 to 15 minutes long.)
- At this time tomorrow, we will be studying English. (the studying will be taking up a period of time)
- On Wednesday, we will be learning about \_\_\_\_\_. (the learning will take up a period of time)

Answer questions students may have about the future continuous verb tense.

## Day 3

### *Learning Strategy*

Tell students, “In our practice today, we will learn how to predict while we are using the future continuous verb tense. Predicting is making a guess about what will happen.”

Continue, “For example, in the video, Marsha says, ‘We will be driving for a long time. So, we might get bored.’ If you were Marsha, what would you do?” Ask students to suggest some activities that are good for passing time in the car, such as playing games, reading, or listening to music.

Write on the board or ask students to write down some things Marsha could bring on the trip such as books, a music player or games.

Say, “We see Marsha and Anna can predict that they will have a long trip. So, they can prepare for it. The same thing is true of using English. When we can predict that something will happen, we can prepare our minds for it. In reading or listening to English, if we predict what might happen, our brains may find it easier to understand the language we hear.”

## ***Activity Sheet***

Say, “Let’s practice predicting today while we are using the future continuous tense.” Give students copies of the Activity Sheet.

Explain how to do the first activity. Point to the places on the U.S. map and ask students to name the places shown: Seattle, Hawaii, and others.

Then ask two students come to the front of the class to show the second activity. Student A and Student B should take turns asking each other questions about their road trip:

Student A: Where do you want to go on your vacation?

Student B: On my vacation, I want to visit the Statue of Liberty.

Student A: Oh, will you be taking photos there?

Student B: Yes. Where will you be going on your vacation?

Put students into pairs to do the Activity Sheet together and write three sentences each about the activities they will be doing.

When they have finished, ask several students to tell the class one or two sentences they wrote or ask them to write the sentences on the board. Then, talk about any questions that come up.

## **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, “My roommate Marsha and I will be on vacation at the same time, so we are going on a road trip together!”
2. Anna says they just left D.C. and says, “We’ll be eating lunch in about two hours.” She says Marsha can have an apple and wait for lunch.
3. Marsha threw Anna’s list out of the car. Throwing trash on the ground is called littering.
4. Marsha fell asleep and Anna went in the wrong direction. Marsha says, “North Dakota? We are going in the wrong direction. We want to go to South Dakota.”
5. Anna says, “We did everything on page 1 of the list. Here are pages 2, 3, and 4. We’ll be very busy driving back to Washington, D.C.!”

## ***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. Write the writing topic on the board:

Did you ever take a road trip or a journey with a friend? Where did you go and what did you do there? Did you see any sights along the way? If you have not taken a road trip, tell about where you would like to go on a road trip.

Give students time to write. Then, ask a few students to share their writings with the class. Or, put the papers on walls around the room and have students walk around the room to read the writings.

(If students prefer, they do not need to put their names on the papers.)

### Conversation

Anna: You know I love Washington, D.C. But I want to see more of the United States. My roommate Marsha and I will be on vacation at the same time. So, we are going on a road trip together!

Hi, Marsha!

Marsha: Hi!

Anna: I packed my bags and I am ready to go!

Marsha: Did you make a list of all the places you want to see?

Anna: I did. I want to see New York City and the Statue of Liberty!

Marsha: And I want to see Mount Rushmore!

Anna: (Anna writes) Mount Rushmore.

Marsha: And don't forget the Grand Canyon!

Anna: (Anna writes) Let's not forget California's redwood forest! There are so many places to see!

Marsha: We will be driving for a long time. So, we might get bored.

Anna: Bored? No way! We can talk.

Marsha: Or not talk.

Anna: We can play word games. We can sing! You know, our trip is like that famous American song. (sings) "This land is your land, This land is my land ..."

Marsha: (sings) "...from California to the New York island ..."

BOTH: "... to the redwood forest to the Gulf stream waters ... this land was made for you and me!"

Marsha: Will we be stopping soon?

Anna: We won't be stopping soon.

Marsha: I'm hungry.

Anna: Marsha, we just left D.C.! We'll be eating lunch in about 2 hours. Can you wait?

Marsha: I guess.

Anna: Here, have an apple. It's organic!

(Anna throws the apple. It goes out the window.)

Marsha: Thanks.

Marsha: Okay, we will be arriving in New York City very soon!

Anna: I can't wait to see The Big Apple! Marsha, look! There she is!

Marsha: The Statue of Liberty!

Anna: She is awesome!

Anna: Marsha, in ten minutes, guess what we'll be seeing?

Marsha: What?

Anna: The largest rocking chair in the world!

Marsha: No, we won't be seeing that.

Anna: Marsha, it's on my other list -- Best Roadside Sights.  
(Marsha grabs the paper and throws it out the window.)

Anna: Oh no! We littered! And my list is gone. Don't worry. I brought the book. (lifts up large book, starts reading)  
(Later)

Anna: ... and that is why I am so afraid of sheep.

Marsha: (snores a little)

Anna: Wow, I feel better. Marsha, you are a great listener.

Marsha: (waking up) Where are we?

Anna: We will be entering North Dakota any minute now!

Marsha: North Dakota! We are going in the wrong direction! We want to go to South Dakota!

Anna: No problem. I will just exit the highway. We will be going south ... in just a minute.

There. Done! We're going south! Okay, we will be stopping for gas and a bathroom break in about an hour.

Marsha: Then we will be very near to Mount Rushmore!

Anna: Yay! Dead presidents' heads on the side of a mountain!

Anna: We did it, Marsha! We made it to California! It's beautiful!

Marsha: And we saw everything on the list!

Anna: Well, we saw everything on page 1 of the list.

Marsha: What do you mean "page 1?"

Anna: Oh. Here are pages 2, 3 and 4! We'll be very busy driving back to Washington, D.C. Until next time ... !

*\* This Land is Your Land was written by American folk singer Woody Guthrie. See below for the lyrics.*



## **Key Words**

**break** - *n.* a brief period of time during which someone stops an activity

**direction** - *n.* the course or path on which something is moving or pointing

**enter** - *v.* to go or come into (something)

**exit** - *v.* to go out of a place or situation

**highway** - *n.* a main road that connects cities and towns

**land** - *n.* the solid part of the surface of the Earth

**litter** - *v.* to throw or leave trash on the ground in a public place

**pack** - *v.* to put (something) into a bag or suitcase so that you can take it with you

**place** - *n.* a specific area or region of the world

**ready** - *adj.* prepared to do something

**road trip** - *n.* a long trip in a car or truck, etc

**rocking chair** - *n.* chair that moves back and forth on rockers that are attached to its legs

### **PLACE NAMES:**

California

Grand Canyon

Gulf Stream

New York City

North Dakota

Mount Rushmore

Redwood Forest

South Dakota

Statue of Liberty

# Quiz - Level 1, Lesson 45 - This Land is Your Land

Listen. Circle the letter of the correct answer.

1. Why are Marsha and Anna going on a road trip together?

- a. They came from different parts of the ‘ country.
- b. They want to see Washington, D.C. on vacation.
- c. They have vacation at the same time.
- d. They stopped working at the same place.

4. What happened while Anna was telling a story?

- a. Anna got angry with Marsha for falling asleep.
- b. Marsha fell asleep and Anna went in the wrong direction.
- c. Anna drove the car toward South Dakota.
- d. Marsha looked at the book and chose some sights.

2. What does Anna explain to Marsha?

- a. They left DC only a short time ago, so they will drive for two hours.
- b. Anna suggests that Marsha could have a snack
- c. Anna says that Marsha should wait for lunch.
- d. Anna explains all of these things to Marsha.

5. What strategy is Anna using when she says, “We’ll be very busy driving back to Washington, D.C.”?

- a. Cooperating
- b. Personalizing
- c. Using a graphic image
- d. Predicting

3. For what reason does Anna say, “Oh, no! We littered”?

- a. Anna and Marsha do not agree on where to go.
- b. Marsha threw the paper out of the window.
- c. Anna forgot to tell Marsha about the sights.
- d. Marsha doesn’t want to see the rocking chair.

Change the present form of the activities below to the future continuous form. Then look at the map below with a partner. Talk with your partner about plans for a future road trip. Write three sentences predicting what will be happening on that road trip using the future continuous tense.

PRESENT

take photos

drink coffee

go skiing

surf

dance

FUTURE  
CONTINUOUS

will be  
taking  
photos






Seattle



Hawaii

Rocky  
Mountains



Statue of  
Liberty



Miami

On my vacation I want to visit the Statue of Liberty.

Yes!

I will be taking photos at the statue of Liberty.

Nice. Will you be taking photos there?



**This Land Is Your Land**  
**Words and Music by Woody Guthrie**

Chorus:

This land is your land This land is my land  
From California to the New York island;  
From the red wood forest to the Gulf Stream waters  
This land was made for you and Me.

As I was walking that ribbon of highway,  
I saw above me that endless skyway:  
I saw below me that golden valley:  
This land was made for you and me.

I've roamed and rambled and I followed my footsteps  
To the sparkling sands of her diamond deserts;  
And all around me a voice was sounding:  
This land was made for you and me.

When the sun came shining, and I was strolling,  
And the wheat fields waving and the dust clouds rolling,  
As the fog was lifting a voice was chanting:  
This land was made for you and me.

As I went walking I saw a sign there  
And on the sign it said "No Trespassing."  
But on the other side it didn't say nothing,  
That side was made for you and me.

In the shadow of the steeple I saw my people,  
By the relief office I seen my people;  
As they stood there hungry, I stood there asking  
Is this land made for you and me?

Nobody living can ever stop me,  
As I go walking that freedom highway;  
Nobody living can ever make me turn back  
This land was made for you and me.

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Listen on YouTube:

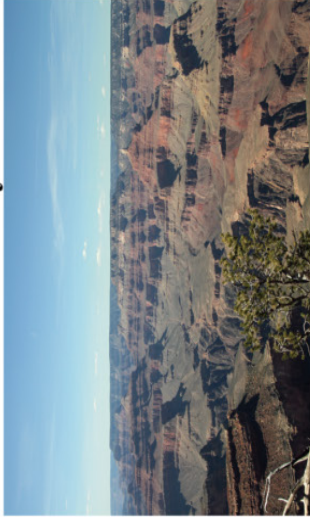
Woodie Guthrie: <https://youtu.be/wxiMrvDbq3s>

Pete Seeger & Bruce Springsteen: <https://youtu.be/wnvCPQqQWds>

**Gulf stream**



**Grand Canyon**



**California**



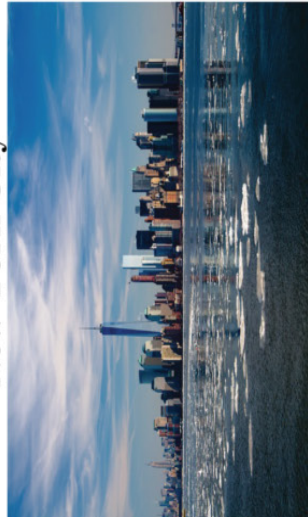
**Mt. Rushmore**



**North Dakota**



**New York City**



**Statue of Liberty**



**South Dakota**



**Redwood Forest**

