



**LEVEL 2**  
**LESSON 16**  
**FIND YOUR JOY!**

<b>Topics</b>  Discussing fulfillment Discussing habitual actions	<b>Prepare Before Class</b>  Print copies of the student Activity Sheet. Print copies of the Habitual Past handout.
<b>Learning Strategy</b>  Personalize	<b>Goals</b>  Habitual past with “used to” and “would”

**Day 1**

***Introduce the Lesson***

Say, “In Lesson 16, Anna loses her key. When she goes looking for it, she finds a life coach instead. And that’s where the confusion begins. You will learn about the strategy to talk about past habitual activities using ‘used to’ and ‘would.’”

Ask students, if they have ever wanted to make a change in their life. Explain that a life coach is a person who talks with someone about their abilities and needs to help them find the best life choices for them.

***Teach Key Words***

Have students repeat the new words for this lesson after you say them. The list of words can be found in the Resources section. Choose a vocabulary practice activity from the How-to Guide to help students learn the new words.

One character in the lesson talks about leaving a well-paid job to “find her joy.” Perhaps your students know of others who have made a major career change. Discuss people they know or people in your school who have changed their paths in life. Write any relevant words, such as “happiness,” “rewards,” and others in English on the board for students to learn.

## Present the Conversation

Tell students that the video will show Anna talking with a life coach at work. Play the video or audio of the conversation or hand out copies of the text from the Resources section. Ask several students to act out the parts of the speakers either in small groups or for the whole class.



## Professor Bot's Lesson

Review the grammar and vocabulary points by reading the text or pausing while playing the video.

### Introducing *used to* and *would*

I hope Anna can find the Lost & Found office! *Used to* and *would* describe something that happened repeatedly in the past.

Kaveh uses *would* when he says, “When I first started working here, I would go every day!”

There are two differences between *used to* and *would*.

Number 1: We use *would* only when we say the time period first.

Number 2: For verbs like *be*, *think*, *feel*, *see* and *understand*, we can only use *used to*.

Kaveh says, “It used to be across from the cafeteria.”

Keep listening for more!

### Comment

Oh no. Serenity lost her joy. But at least Anna found her key!

## Activity

In this activity, students will practice using “used to.” Remind students of the information given in Professor Bot’s lesson. “‘Used to’ and ‘would’ describe something that happened repeatedly in the past and is no longer true. The repeated action was like a habit, so we can call this the habitual past. In this lesson, you hear Anna say, ‘When I was little, I used to sing all the time with my family.’

We can say this in two other ways.” Write on the board:

When I was little, I would sing all the time with my family.

When I was little, I sang all the time with my family.

Continue: “All of these show it was a habit for Anna to sing with her family.”

Make sure students understand the explanation, then conclude: “Today we will practice using ‘used to.’ When people speak quickly ‘used to’ may sound like ‘usta.’”

Give students the handout for Habitual Past and if the classroom has colored pencils, crayons or markers, make them available for students to draw on the handout. Have students draw and write their answers, then ask several to share what they used to do at different ages.

## Day 3

### ***Learning Strategy***

Say, “The learning strategy for this lesson is Personalize. That means to think of how what you are learning applies to you. It can be how something relates to your own experiences, interests, or talents. When we think about how the things we learn relate to ourselves, we make them more meaningful and memorable.

Continue, “In this lesson, Anna meets Serenity, a life coach. It is a funny situation because Serenity does not understand why Anna is there, and tries to help her find more joy in her life. As a life coach, Serenity’s job is to help people have more joy and do work that they like doing. To do her job well, Serenity cannot give everyone the same advice. She has to learn what each person enjoys individually. That is why she asks Anna to personalize -- to tell what she used to do to feel happy.”

Continue, “There are many ways you can personalize while you are learning English. You can read stories in English about things that interest you. You can join a group of English learners to take part in activities you enjoy. You can write in English about yourself and your experiences. What have you been doing to personalize your English learning?”

List some of the ways students say they personalize on the board or a sign to post on the classroom wall to remind them of the strategy in future lessons.

### ***Activity***

Explain the activity: “Today we will talk about the idea of ‘finding your joy.’ Experts tell us that even in bad times, we can find something to give us joy. In this activity, we will talk about things that make us happy.”

Pair students and hand all the Activity Sheet. Explain that the five circles at the top show ways that people can feel joy. Make sure students understand the meaning of each point. The people in the pictures give examples of things that help them feel joy. Have students ask their partner to tell what they find joy in.

Continue: “For Step One, write sentences about how your partner finds joy in their everyday activity. For Step Two, personalize -- what has helped you find joy in the past? Write some sentences about things you used to do. If you talk about a repeated or habitual action, you can use “would” or “used to.”

## Day 4

### *Listening Quiz*

To review the conversation before the quiz, play the video, have students act out the conversation or let students refer to their printed copy. Then ask students to put their papers away.

Give each student a paper copy of the listening quiz. Play each question’s video or read the sentences and questions below aloud and pause for students to choose the correct answer.

1. Kaveh says, “You should check the Lost & Found office.”  
Anna says, “Great idea. Where is it?”  
Then Kaveh says, “Oh, it used to be across from the cafeteria. But now it’s down in the basement next to the elevators. It’s really hard to find.”  
Anna says, “The Lost & Found is hard to find. That’s funny.”  
*The question is: What does Anna think is funny?*
2. Serenity says, “I used to be a very important person with a very important job. I made a lot of money -- I mean a lot.”  
Anna says, “Wow. Good for you!”  
*The question is: What is one thing that Serenity tells Anna?*
3. Serenity says, “As a child, what did you use to do to feel happy?”  
Anna says, “When I was little, I used to sing all the time with my family. Those were good times.”

Then Serenity says, “Singing is so joyful! I used to sing. But now that I’ve started my business, I’ve just been too busy. Too busy! Anna, why don’t you sing again?”

*The question is: What is one thing that Anna tells Serenity?*

4. Anna says, “I don’t know. I think I left it in the ladies’ room. You know, this isn’t the Lost & Found, is it?” (Anna starts walking out of the room)

Then Serenity says, “It could be the Lost & Found. I’m lost! And I used to find joy for people! I used to find joy!”

*The question is: What does Anna finally understand?*

Collect the papers or ask students to trade papers and check the answers together.

## **Writing**

Ask students to write their answer to the question below in one or more paragraphs using a “Hamburger Paragraph” format as taught earlier. Write the words or phrases you think they may need on the board. Give an example. “When I was younger, I would cry a lot. I used to only want to eat ice cream and chocolate.” Brainstorm some of the habitual past activities common in the area where your students live and suggest some they can write about. If there are no well-known activities, places or foods from the region, suggest they write about their favorite and least favorite activities as a child. Here is the writing prompt:

What did you used to do when you were younger? What would people in your country traditionally do for work and for fun? What would they eat and where would they like to go in your country?

If time allows, have students exchange their writing with another student and discuss the past activities that they have described. This writing project would be a good one to combine with illustrations made by the students or cut from magazines, printed from the internet or drawn by students. The finished works can be put on the classroom walls and serve as future reminders of the use of the habitual past tense.

### *Conversation*

Anna: Hi, Kaveh! Let's go to lunch!

Kaveh: Ooh, I know a great place. When I first started working here, I would go every day!

Anna: Great. Oh, no.

Kaveh: What's wrong?

Anna: I lost my key! I just had it this morning.

Kaveh: You should check the Lost & Found office.

Anna: Great idea. Where is it?

Kaveh: Oh, it used to be across from the cafeteria. But now it's down in the basement next to the elevators. It's really hard to find.

Anna: The Lost & Found is hard to find. That's funny.

Kaveh: It is.

(A worker moves the sign for the Lost & Found office. So, Anna walks into the wrong office without knowing it.)

Serenity: Come in! I am Serenity.

Anna: Hi, Serenity. I'm Anna!

Serenity: Please, sit down. How can I help you?

Anna: I lost something very important.

Serenity: Shh. I already know. You need help.

Anna: Yes. I need help finding the key ...

Serenity: Shh. You need to find the key – the key that will give you happiness.

Anna: Yes. Finding this key will make me very happy.

Serenity: First, Anna, let me tell you a little bit about myself.

Anna: Okay.

Serenity: I used to be a very important person with a very important job. I made a lot of money -- I mean a lot.

Anna: Wow. Good for you!

Serenity: No! No, it was bad for me. I lost the most important thing – the key! You've lost it too, haven't you, Anna? Haven't you?

**Anna:** I guess. So, how does this work? Do I have to fill out a form or something?

**Serenity:** No. No forms. Just answer this one question: As a child, what did you use to do to feel happy?

**Anna:** When I was little, I used to sing all the time with my family. Those were good times.

**Serenity:** Singing is so joyful! I used to sing. But now that I've started my business, I've just been too busy. Too busy! Anna, why don't you sing again?

**Anna:** I sing everywhere! I sing in the office. I sing on the metro. I sing in the elevators. I sing on the escalators. I sing in the bathroom. Serenity! Serenity! I really need to find my key. Yeah!

**Serenity:** Yes, we need to find the key ... the key to happiness.

**Anna:** No, no. I just need to find the key to my apartment.

**Serenity:** I used to know. But now I don't! Do you, Anna?

**Anna:** I don't know. I think I left it in the ladies' room. You know, this isn't the Lost & Found, is it?

(Anna starts walking out of the room)

**Serenity:** It could be the Lost & Found. I'm lost! And I used to find joy for people! I used to find joy!

**Anna:** You know, this is a bad time for you. I'll find the Lost & Found myself. Bye, thanks.

**Serenity:** I used to find joy. I used to find joy! I used to find joy!

**Anna:** Ah, I found my key!

**Serenity:** I used to find joy!

## Key Words

basement	<i>n</i>	the part of a building that is entirely or partly below the ground
cafeteria	<i>n</i>	a place where people get food at a counter and carry it to a table for eating
elevator	<i>n</i>	a machine used for carrying people and things to different levels in a building
escalator	<i>n</i>	a machine used for carrying people and things to different levels in a building
form	<i>n</i>	a document with blank spaces for filling in information
joy	<i>n</i>	a feeling of great happiness
joyful	<i>n</i>	full of joy
key	<i>n</i>	something that provides a solution or explanation
life coach	<i>n</i>	a person who counsels and encourages people on matters about their careers or personal challenges
Lost & Found	<i>n</i>	a place where lost items are kept to await reclaiming by their owners (sometimes also written as lost-and-found or lost and found)
serenity	<i>n</i>	a feeling of calm and peacefulness ("Serenity" is also the name of the life coach)
state	<i>n</i>	a way of living or existing



## Quiz - Level 2, Lesson 16 - Find Your Joy!

Listen. Circle the letter of the correct answer.

1. What does Anna think is funny?

- a. Kaveh wants to have lunch at the cafeteria.
- b. She cannot find her key again.
- c. The Lost & Found office is not easy to find.
- d. She often gets lost in the building.

3. What is one thing that Anna tells Serenity?

- a. She sang in many places as a child.
- b. She used to sing often with her family.
- c. She likes to sing more than Serenity.
- d. She would like to get a job as a singer.

2. What is one thing that Serenity tells Anna?

- a. She made a lot of money in her past job.
- b. She has Anna's key in her office.
- c. She used to help people fix their problems.
- d. She cannot help Anna find her key.

4. What does Anna finally understand?

- a. Serenity cannot help her find happiness.
- b. Anna is not in the Lost & Found office.
- c. Serenity knows where her apartment key is.
- d. Anna finally understands all these things.



Think of things you used to do, things you used to eat, or places you used to go, at different ages in your life. In each box, write an age, then draw a picture showing the food, place, or action. Write a sentence below the picture. Then get together with a classmate and compare your sentences.



Sample: *When I was three, I used to eat everything with my fingers.*

Age: \_\_\_\_\_

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Age: \_\_\_\_\_

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Age: \_\_\_\_\_

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Age: \_\_\_\_\_

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STEP 1

Life coaches tell us that there are some simple things we can do to find joy every day. Find a partner and write about what helps them find joy in the box.

I give to others by volunteering.



Sharing makes me happy.



Running together brings us joy.



I savor every cup of tea.



Empty box for writing responses to Step 1.

STEP 2

Personalize - what brings you joy now? Has it changed over the years? Think of some things you used to do that gave you joy and write sentences about them. Use "would" if it was a habitual action.

Empty box for writing responses to Step 2.