



Let's Learn English

LEVEL 2

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VOA LEARNING ENGLISH

HOW-TO GUIDE

LET'S LEARN ENGLISH

LEVEL 2

Using Let's Learn English, Level 1

This guide is for learners and teachers who are using the course, Let's Learn English - Level 2. Each lesson in the course has at least four days of classes based on 30 conversation videos. This guide explains how to use lesson videos, activities, quizzes and worksheets to teach or learn listening, speaking, vocabulary and writing.

Whenever possible, make students the center of attention in the class. Ask higher-skilled students to help by answering questions and reviewing with classmates. If an activity finishes before the end of class time, you can replay videos or have students act out the conversation for the lesson with any objects you can provide.

Lesson Plans

The goal of this course is to help students understand conversations and have conversations of their own. The table at the beginning of each set of lessons shows what the topics, goals and learning strategies are, and which materials to prepare before class.

The **Topics** box will help you understand the main points of the lesson.

Next, there is a **Learning Strategy** - a thought, process, or action that learners can use to help themselves learn better. Practicing these learning strategies will help students become good language learners.

Check the **Prepare Before Class** box for teaching materials you will need to gather or cut out from the printed lesson for the speaking activities. You will also need to print the **Activity Sheet** if you cannot share it online with your students. You will find the sheet in the **Resources** section along with any other pictures you will need.

The **Goals** box lists what students will learn. It is important to have clear goals and, after you understand the goals for the lesson, you can help your students meet them. Here are some tips on how to use each part of the lessons.

Teach Key Words

You may teach the key words before or after you present the conversation, depending on the topic and your class. Teach the **Key Words** using one of the vocabulary practice activities at the end of this guide.

Present the Conversation

Show the lesson video. At the end of every lesson plan, you can find the conversation text. Printing the conversation text for your class will help you talk about the new words and phrases.

Professor Bot's Lesson

Professor Bot is a teacher in the lesson video. This section shows his comments on the story and teaches the grammar points for the lesson. If you are not using the video, you or a student can read this aloud.

Grammar Activity

This section gives a more detailed explanation of the grammar point covered by Professor Bot. A student activity is described and a handout is provided to carry out the activity.

Learning Strategy

In the Learning Strategy part of the lesson, you can explain a new approach to easier English learning. Each lesson's Activity Sheet gives students valuable practice using the learning strategy.

Activities

Before each lesson, read the instructions on the **Activity Sheet** so you can explain them in simple English. See how many copies you need. For games, you only need one copy for each group of students. In some sets of lessons, there are other pictures, game pieces and handouts you can print to use in class.

Imagine how students will do the activity in your classroom. You may have to move some furniture around, for example, to let students work in groups for a game. Or you may want to change the instructions for the activity to make it easier for your students.

When possible, choose students to demonstrate the activity for the class to make sure the instructions are clear to everyone.

Listening Quiz

Give each student a printed copy of the questions and answer choices for the **Listening Quiz**. You can either play the videos in class or read the sentences given in this section. Collect the papers or have students trade papers and check the answers together.

Writing

The writing assignment for each lesson set is related to the topic and goals of the lesson. Make sure to review some words students may need to use when writing on the topic. Talk about the topic before you give the assignment to write. Collect the papers and save them to show student progress as they move through the course with you.

In addition to sharing their writing with the teacher, students can read each other's work and give helpful feedback. To publish their work, students can put it on the classroom walls or collect their writing in a class book.

Resources

At the end of each lesson set, you will find the **Conversation**, **Key Words**, **Activity Sheet**, **Quiz**, and any other pictures and materials you may need.

Vocabulary Activities

The following activities are from the Monster Book of Language Learning Activities, Copyright 2019 by Office of English Language Programs, Bureau of Educational and Cultural Affairs, U.S. Department of State. Licensed under the Creative Commons Attribution 4.0 License.

Key to symbols used in the Monster Book activities:



What Is This?

This activity involves quick brainstorming (either individually, as a group, or as a whole class) to make a list of what an object could be if one used their imagination. E.g., Hold up a pen. It IS a pen, but one could imagine it to be: a laser pointer, a toothbrush, a comb, a lipstick, etc. The key guideline for brainstorming a list is to avoid judging the ideas as they come up. All ideas, no matter how silly or simple, should be noted. The purpose of this brainstorm is to get students active and stretch their vocabularies. Because the activity can and should be combined with motion and “acting,” the vocabularies will be better remembered. Also, when “debriefed” with just the motion, it becomes a good guessing game.

Preparation

For individuals/groups: Have students write down as many things as they can imagine the pen to be. Be sure to set a time limit. Have them count up the number of items. The one with the most reads the list or acts them out. For groups, have one person be the scribe.

For a learning station: Have the instructions clearly written out with a pen/pencil taped to the instructions (as a prompt!) and one piece of paper available for each group to brainstorm the list together. Set a time limit as in the instructions above.

For a whole-class activity without paper: No paper is needed; the teacher leads the activity with a spare pen that gets passed around as students imagine/act out/say a new object.

Procedure

1. Have a writing instrument: pen, pencil, chalk, or a marker.
2. Hold up the writing instrument and ask, “What is this?” The students may reply, “It’s a pen,” etc.
3. The instructor should say, “No, it’s not a pen, it’s a *insert imaginary item name such as ‘toothbrush’*” while gesturing with the pen as that item.

For Individuals/Groups:

Students take out a piece of a paper and brainstorm their lists either on their own or as a group with one scribe.

For Whole Class:

After demonstrating the first one, hand the pen to a student and ask, “What is this?” The student should pretend the pen is something else, gesture the new item, and say the word. Have the student pass the pen on to the next student and continue the game. Students should not repeat words.

Variations

Learning Stations: Have this activity as part of a learning station where the group has five minutes (timed!) to work together to make out a list. They should be prepared to act out the object in the debrief.

Group Competition: Divide the class into groups and have each group brainstorm a list at the same time. The group with the most items listed wins.

Consolidation: After the competition is over, have each student mime one of the uses of the pen and have the other students guess. This is a good way to share the various ideas across the classroom. Uses should not be repeated.

Review/Warm-Up: For a quick, effective review of vocabulary, have students mime the item the next day/week from the original activity. See what others can remember.

Use other objects (shaped differently) for variety and for more advanced levels: ball, hat, book (these seem more difficult).

When to Use It

- To introduce the concept of brainstorming
- To introduce or review vocabulary
- To energize a class
- To introduce an element of competition in the class
- As a learning station

Level



Skills



Practice



Materials

Pen; writing materials or blackboard

Preparation Time

5 minutes

Activity Time

10–15 minutes

List It

This is a group activity used to expand vocabulary, with a focus on receptive and productive skills. It also involves a cultural component.

Preparation

Select a photo related to the theme, content, or vocabulary focus for the day, e.g., a market scene for fruits/vegetables, a room for furniture, a street scene.

Procedure

1. Group students in groups of three to five.
2. Display the picture. Groups have two minutes to brainstorm a list of words found in the picture.
3. After two minutes, teams put down their pens/pencils and count up the number of words.
4. The group with the longest list reads the words. If the same word is shared by other groups, it is crossed out by all students (respond by saying, “Got it!”).
5. Groups read individual word lists until no word is shared by any other group (students can contest words if they do not fit the picture).

Variations

1. Advanced students may look at cultural similarities/differences between their country and the United States.
2. Students could compose a story or essay involving the words on the lists.
3. Provide a list of items to find in a set of photos. Students check the ones that were in the images.
4. Instead of using an image as the prompt, give all students a category and they work in small groups to make a list of as many items under a category that begin with a certain letter. (For example, the category could be Food and the letter “c”: cauliflower, cabbage, cheese, corn, chili, etc.) The group with the most correct words wins.

When to Use It

- To expand vocabulary
- To change up the energy level in class

Level



Skills



Practice



Materials

Scratch paper — one per person or group; a large picture for which one could associate many vocabulary words

Preparation Time

Very little

Activity Time

15+ minutes

Possible Photo Resource

Picture US

Contributors: Oak Rankin, Christina Pope, and Carolyn Wright – Fulbright ETAs, Brazil, 2011, and Brock Brady, Education Sector Specialist, U.S. Peace Corps, Washington, D.C.

Fly Swatter Game

This is a competitive kinesthetic vocabulary game; students identify terms/phrases using listening skills and powers of observation.

Preparation

Prepare terms, phrases, and/or vocabulary to use in advance. It's best to use a big picture or a projector with the image(s).

Procedure

1. Divide students into teams.
2. Place opposing students at an equal distance from the pictures (turned towards you so that students cannot review pictures in advance).
3. Choose a term, question, or phrase that describes something that is on the picture.
4. Students race to "swat" the corresponding picture and/or item within.
5. Whoever does so correctly wins. Keeping score is optional.

Variations

1. Provide an image for each pair of students. They can compete against each other, with the facilitator calling out words.
2. Use minimal pair words and use the words in a sentence so students can identify the correct word.
3. Use numbers that are difficult to distinguish — 16 vs. 60, 14 vs. 40; letters (*b* vs. *v*, *f* vs. *s*, etc.); or pronunciation stress.
4. See also Class vs. Teacher in Games on page 174.

When to Use It

- To review vocabulary
- To change up the energy level in class

Level



Skills



Practice



Materials

Fly swatters or rolled-up paper to "swat" at the photo; pictures/images to display

Preparation Time

10 minutes to select words; 10 minutes to select photo

Activity Time

15+ minutes

Possible Photo Resource

Picture US

Contributors: Drew Firmender, Ben Clark, Aaron Nilson, Chris Ellison – Fulbright ETAs, Brazil, 2011, and David Malatesta, Spanish/French/ESL teacher, Niles West High School, Illinois, USA

Dominoes

This activity is based on classic dominoes, in which players need to match up domino pieces to earn points or get rid of their pieces. In this case, the domino pieces are not numbers, but they are collocations. A sample sheet of domino pieces is provided below, as a blank set to be copied, filled in, and cut.

Preparation

Decide on the lexical items that you want the students to review or that you want to assess (could be grammar as well). Prepare the game cards (the “dominoes”) and make sufficient copies for your class. Make at least twenty to thirty dominoes. Cut up the cards and put each set into a plastic bag.

Procedure

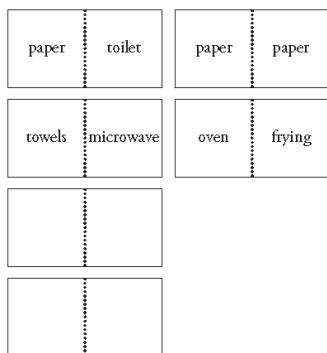
1. Students get into small groups with a playing surface between them. (Groups of two to four work best, depending on the level and space in the classroom.) Decide which student in each group will play first. Action will continue in the counterclockwise direction.
2. Pass out the bags — one to each group. Students shuffle the cards and divide them amongst the group members.
3. Player #1 puts a domino down. The next player puts down a domino that goes with one of the two items on the first domino. If this is not possible, play continues to the next player. The first player to get rid of all of his/her dominoes wins.

Variations

1. This game can be played with a variety of collocations, idiomatic expressions, subject/verb agreement, lexical items with pictures or definitions, etc.
2. Once the game has been played, the students can further practice the lexical items used through story-writing, skits, etc.

EXAMPLE:

Given a few household items (toilet paper, paper towels, microwave oven, frying pan), the cards would be arranged in the following manner.



Contributor: David Malatesta, Spanish/French/ESL teacher, Niles West High School, Illinois, USA

When to Use It

- To review or assess lexical or grammatical items
- To check understanding of particular items in a unit

Level



Skills



Practice



Materials

Domino cards

Preparation Time

20 minutes

Activity Time

10–15 minutes

Color Idioms

In this activity, students practice idioms related to colors. The activity can be adapted for idioms related to other topics (food, money, friendship, etc.).

Preparation

Find colored paper to show to students. Use the idioms handout in the Appendix on page 258 or project to class.

Procedure

1. Show colored paper to students and ask/discuss color names in English with the class.
2. Give students written or printed idioms based on colors; have students work in groups to guess which colors fit in which blanks.
3. Define the words and histories behind the various idioms and how they are used in English.
4. Have each student write a four- to five-sentence paragraph story using colors as adjectives, with at least two idioms.
5. Have students self-correct and comment on their peers' work.

Variations

1. This activity can also be modified to serve as a review game. Students make cards on their own without a word bank.
2. A similar activity could be done with food. Students could draw the food item and match the idiom that goes with the food.
3. Add multimedia (preferably video) that shows an example of the definitions used.

When to Use It

- To review vocabulary
- To help students learn idiomatic expressions
- To change up the energy level in class

Level



Skills



Practice



Materials

Page 258 of this book; colored construction paper; markers of various colors; idiom books; multimedia (songs, stories, videos, etc.); definitions

Preparation Time

None if using prepared list; 15+ minutes if there is a need to create another list

Activity Time

15+ minutes

Possible Idiom Resources

In The Loop

<https://americanenglish.state.gov/resources/loop>

The Lighter Side of TEFL (p. 119)

<https://americanenglish.state.gov/resources/lighter-side-tefl>

Contributors: Avio Tai, Cara Snyder – Fulbright ETAs, Brazil, 2011

Word Wall

This is an ongoing and long-term activity that works best in classrooms where items can be displayed in the room somewhat permanently. Selected words are displayed around the room over time in agreed-upon categories and used in subsequent activities.

Preparation

The teacher should think of the space of the room and plot out how the words can be displayed in terms of categories (nouns, verbs, adjectives, phrases), colors (for different categories or for levels), and media (written on paper and posted or written on a board).

Procedure

1. The procedure for this activity will be determined by the space of the room and the categories and media used.
2. After these decisions are made, time can be set aside to collect the vocabulary words for each lesson during certain activities and add them to the wall(s). The latter might be done only once per week or two weeks or so.

Aspects to consider

1. Words chosen should not be just any new word encountered, but rather a combination of the following three aspects: encountered in context, usable by students, and commonly in use by native speakers.
2. Word display should be considered — creative and relevant groupings work better than neat orderly rows.
3. Word movement should also be considered. There's a distinct possibility of collecting too many words for the space, and how they are moved, saved, and used should be thought about.

When to Use It

- To incorporate vocabulary-building into the class
- To review vocabulary
- To provide practical information on the walls of the classroom
- To tailor learning to the classroom

Level



Skills



Practice



Materials

Paper, markers, tape if that's the method of collecting and displaying

Preparation Time

None — except pre-planning positions and use

Activity Time

Ongoing

Acknowledgement: Core activity based on Eyraud, K., G. Giles, S. Koenig, and F. L. Stoller. 2000. The word wall approach: Promoting L2 vocabulary learning. *English Teaching Forum* 38 (3).

Buzz Ban Cards

In this activity, students describe selected vocabulary words to their teams, but they are prohibited from using any gestures and predetermined words listed on the vocabulary card to help in the description. Those words are banned. See sample card below.

Preparation

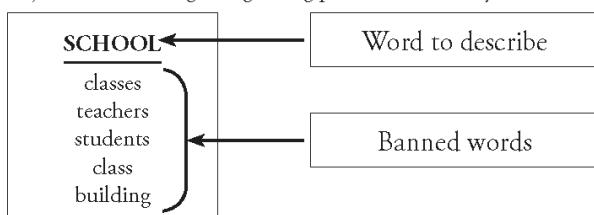
Prepare the cards ahead of time — one set for each group or one for the class if the class is divided into two teams. A sample set of cards is on page 260 in the Appendix.

Procedure

1. Teams take turns describing the words for their teammates to guess.
2. One member of the other team (Team B monitor) watches over the individual from the team (Team A clue-giver) giving the description to ensure s/he is not using any of the banned words.
3. If the Team A clue-giver does use a banned word during the description, the Team B monitor buzzes the clue-giver and the clue-giver from Team A moves to the next card.
4. The Team A clue-giver describes as many words as s/he can in the time allotted (time can be 1–2 minutes). S/he can pass on a word card if s/he feels the word is too difficult.
5. Play passes to a clue-giver from Team B; a member from Team A monitors play.
6. Points can be awarded as agreed upon. Some of the standard rules for earning/losing points follow (can be adjusted for difficulty of play):
 - a. Gain 1 point for every word guessed by the team
 - b. Lose 1 point each time the clue-giver gets buzzed for using a banned word
 - c. Lose 1 point each time the clue-giver passes on a word
 - d. Lose 1 point for using a gesture

Variations

1. Have students make cards over time.
2. Adjust the rules for gaining/losing points for difficulty.



When to Use It

- To practice defining vocabulary words using circumlocution
- To review vocabulary
- To add a competitive element to class

Level



Skills



Practice



Materials

Buzz Ban Cards on page 260

Preparation Time

10 minutes

Activity Time

10–15+ minutes

Contributors: Julie Holaway, Assessment Specialist and ESL Instructor, has taught in various learning institutions around the world and was an English Language Fellow in Brazil from 2009 to 2011; Cristiane Tinoco, English teacher, Belo Horizonte, Brazil; with additional ideas from Maria Snarski, Regional English Language Officer



LEVEL 2

LESSON 1

BUDGET CUTS



Topics

Agent nouns
New occupations
Evaluating people's activities

Prepare Before Class

Print copies of the student Activity Sheet

Learning Strategy

Make Inferences

Goals

Use the Present perfect; Present perfect continuous

Day 1

Introduce the Course

Tell students, “Today we begin Level Two of Let’s Learn English. In this course, Anna is working as a journalist. She learns many things about her new home, Washington DC. In the videos, the Professor Bot character explains the grammar of each lesson.”

Ask, “What is your goal for this course?” Give students a chance to tell about their goals for studying this course. Possible answers include: to speak more comfortably in English, to understand conversations in English better, and to learn more vocabulary in English.

Introduce the Lesson

In Lesson 1, Anna and her work friends are worried about changes to their jobs. Ask students, if they are adults, to think of a time when they worried about a job. For younger students, ask if they sometimes hear rumors (stories that may not be true) at school about changes in teachers or their schedule. Explain that talking about such stories before getting the facts may cause unneeded worry.

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.

Day 2

Present the Conversation

Tell students that the video will show Anna and her work friends in a meeting. Play the video or audio of the conversation or give out paper copies of the Conversation 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.

| Purpose | Professor Bot's Comment |
|-------------------------------|--|
| Work word hunt | Hi! I'm Professor Bot! This video is all about work. People talk about jobs and things that happen at work. Your assignment is to find as many work words as you can. Don't worry, I'll help. |
| Examples of work words | Did you hear any work words? They talked about a lot of jobs. You can make the name of a job by adding an ending to a verb! Kaveh reports; so, he's a reporter. Amelia used to detect, so she was a detective. If you teach, you're a teacher. And a videographer....uh, I think you understand. |
| Review of work words | Ms. Weaver's team is doing a good job! How about you? Did you find all of the work words? Here's a list you can check: |

boss accounting videographer
meeting gossip detective
raises rumors teacher
email lose a job update a resume
budget cuts reporter fire
 assignment

Learning Strategy

Introduce the strategy: Tell students, “Making an inference means making a guess based on what you know.”

Continue: “In the video, you hear Amelia tell Kaveh: ‘I just heard Anna and Jonathan talking about budget cuts.’ Kaveh makes an inference when he says, ‘That must be what the meeting is about. When there are budget cuts, people lose their jobs.’”

Explain, “As you learn English, you can use this strategy to help when you do not understand every word you hear or read. Making an inference means you guess, using what you do understand, about new words or expressions in English.

Activity

In this activity, students will practice the strategy Make Inferences and the present perfect continuous verb tense: HAVE + BE + verb + ing. If the students have not yet studied this tense, point out the examples in the conversation and explain it before they do this activity.

Here are the examples in the conversation:

- Wait, who has been talking about budget cuts?
- Well, everyone has been worrying about, you know ...
- We've been worrying that you are going to fire us!
- Budget cuts have been happening.

Explain, “We often make inferences when we look at photos. Let's practice that today.”

Ask students to choose one of the photos and answer the questions with a partner.

Hand out copies of the student activity sheet. Go through the instructions for the steps and model the sample yourself or have a student read the sample aloud.

- Step 1:** With your partner, look at each picture. Think about the people in the picture.
- Step 2:** Choose one picture. Make an inference to answer the questions
- a. How does each person in the picture feel?
 - b. What have they been doing?
 - c. Tell your partner. Write your answer in the box.

Tell students: “Next, let your partner choose a picture and make an inference about the people. It is okay to guess. Use your imagination.” Remind students to use the present perfect progressive. Afterward, have several pairs share their inferences with the class.

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. Jonathan says, "I have heard people in the building talking about budget cuts."
The question is: What does Jonathan think will happen in the meeting?
2. Kaveh says, "When there are budget cuts, people lose their jobs."
The question is: What does Kaveh think will happen after the budget cuts?
3. Ms. Weaver says, "The reason for this meeting is to tell you what a good job you've been doing and give out new assignments."
The question is: What does Ms. Weaver want to do at the meeting?
4. Ms. Weaver says, "I'm not going to fire any of you... Budget cuts have been happening. But only one person has lost their job. Mark, in Accounting?"
The question is: What does Ms. Weaver say about the team?

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

Writing

Ask students to write their answer, in one paragraph, to this question:

What job would you like to do in the future? Tell how you will use English in the job.

If time allows, have students illustrate their work with photos from magazines or the internet and put them on the classroom walls to remind them of their motivation for learning English.

Resources

Conversation

- Anna: Hum. Oh! “Important meeting. Everyone must come.” Well, back to work! And my boss has called a meeting. I wonder what it’s about. Maybe we’re all getting raises! Ooo, there’s Jonathan! Maybe he knows.
- Anna: So, Jonathan, what do you think today’s meeting is about? The email sounded important.
- Jonathan: Well, I have heard people in the building talking about budget cuts.
- Anna: Oh! Budget cuts? Wait, who has been talking about budget cuts?
- Jonathan: Mark in Accounting.
- Anna: Mark in Accounting? That’s one person. That’s not “people.”
- Jonathan: I know, but Mark knows everything that goes on at The Studio.
- Anna: That is true. But wait, look at us. We shouldn’t gossip. That’s how rumors start. We’ll just go to the meeting and see what happens.
- Jonathan: You’re right. No more talk about budget cuts.
- Amelia: Budget cuts? Oh no!
- Amelia: I just heard Anna and Jonathan talking about budget cuts.
- Kaveh: That must be what the meeting is about. When there are budget cuts, people lose their jobs.
- Amelia: Not you. You’re a good reporter.
- Kaveh: And it’s not you. You’ve done a great job as a videographer.
- Amelia: I can’t go back to being a detective. Criminals scare me!
- Kaveh: And I can’t go back to being a teacher! High school kids scare me!
- Kaveh: Penelope, have you heard the news? Today’s meeting is about budget cuts.
- Penelope: That’s awful! What should I do?
- Kaveh: Update your résumé. I’ve already updated mine. I’ll see you at the meeting.
- Ms. Weaver: Hello everyone! Quiet, please. Quiet, please!
- Ms. Weaver: This meeting won’t take long. Then you can all leave.
- Ms. Weaver: What is wrong with everyone? You look like I’m going to fire you. Ha-ha-ha-ha-ha! Seriously, what is wrong with everyone?
- Anna: Excuse me, Ms. Weaver?
- Ms. Weaver: Yes, Anna.

Anna: Well, everyone has been worrying about, you know ... We've been worrying that you are going to fire us!

Ms. Weaver: I'm not going to fire any of you! No! The reason for this meeting is to tell you what a good job you've been doing and give out new assignments. Budget cuts have been happening. But only one person has lost their job -- Mark in Accounting? Now, let's talk about those new assignments.

Key Words

| | | |
|--------------|------------|--|
| accounting | <i>n</i> | the skill, system, or job of keeping the financial records of a business or person |
| boss | <i>n</i> | the person whose job is to tell other workers what to do |
| budget | <i>n</i> | an amount of money available for spending that is based on a plan for how it will be spent |
| calm | <i>adj</i> | not angry, upset, excited, etc |
| criminal | <i>n</i> | a person who has committed a crime or who has been proven to be guilty of a crime by a court |
| detective | <i>n</i> | a police officer whose job is to find information about crimes that have occurred and to catch criminals |
| e-mail | <i>n</i> | a system for sending messages from one computer to another computer |
| fire | <i>v</i> | to dismiss (someone) from a job |
| rumor | <i>n</i> | information or a story that is passed from person to person but has not been proven to be true |
| scare | <i>v</i> | to cause (someone) to become afraid |
| update | <i>v</i> | to change (something) by including the most recent information |
| videographer | <i>n</i> | a person who records images or events using a video camera |

Expressions

| | | |
|-------------------------|-----------------------------|---|
| gossip | <i>v.</i> | to talk about the personal lives of other people |
| get out | <i>phrasal verb.</i> | used as an angry way to tell someone to leave |
| get the ax | <i>informal expression.</i> | to lose your job : to be fired from your job |
| give (someone) the boot | <i>informal expression.</i> | to dismiss from a job or discharge from a group |
| kick out | <i>phrasal verb.</i> | to force (someone) to leave a place, group, or school |

Quiz - Level 2, Lesson 1 - Budget Cuts

Listen. Circle the letter of the correct answer.

- | | |
|--|--|
| <p>1. What does Jonathan think will happen in the meeting?</p> <p>a. Jonathan thinks the meeting is about Mark in Accounting.</p> <p>b. He thinks the boss will tell people not to spread rumors.</p> <p>c. Jonathan thinks the meeting is about budget cuts.</p> <p>d. He thinks the staff will gossip about the email.</p> | <p>3. What does Ms. Weaver want to do at the meeting?</p> <p>a. She wants to find out what they have been doing in their jobs.</p> <p>b. Ms. Weaver wants to dance with Anna and the Studio team.</p> <p>c. She wants to praise the team and give them new assignments.</p> <p>d. Ms. Weaver wants to tell the team she is going to fire them.</p> |
| <p>2. What does Kaveh think will happen after the budget cuts?</p> <p>a. Kaveh thinks that he will become a videographer.</p> <p>b. He thinks that Amelia will get another job.</p> <p>c. Kaveh thinks that the Studio will close.</p> <p>d. He thinks that people will lose their jobs.</p> | <p>4. What does Ms. Weaver say about the team?</p> <p>a. They are doing a good job and getting new assignments.</p> <p>b. Mark from Accounting is going to be part of their team.</p> <p>c. Everyone is going to lose their jobs.</p> <p>d. There will not be any budget cuts.</p> |



STEP 1

With your partner, look at each picture. Think about the people in the picture.

LESSON
1

Sample:

I think they are happy. I think they have been talking about their school days before taking this picture.

STEP 2

Choose one picture and make an inference to answer the questions.
How does each person in the picture feel?
What have they been doing before the picture was taken?
Tell your partner. Then write your answer in the box.

A



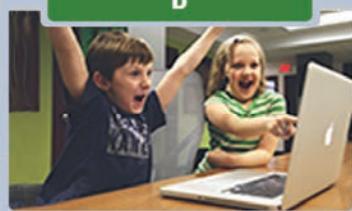
C



B



D





LEVEL 2

LESSON 2

THE INTERVIEW



LEARNING ENGLISH

Topics

Job hunting
Describing talents and skills
Describing accomplishments
Job interviews

Prepare Before Class

Job advertisements from local publications appropriate to your student level or cards with jobs around your community or school that are appropriate for students.
Print student Activity Sheet
Print Hamburger Paragraph handout

Learning Strategy

Set a Goal

Goals

Use Two-word verbs

Day 1

Introduce the Lesson

Tell students, “Today we will learn how to talk about our talents and skills. That means answering questions like, ‘What can you do well?’ and ‘What are you proud of doing in your life?’ When people look for a job, they must answer questions like these.”

Teach Key Words

Have students listen as you say the new words and then pronounce them after you. Use one of the activities in the How-To Guide to practice new vocabulary.

Present the Conversation

Tell students that the video will show Anna talking with Pete about a job opening. Ask students: “Listen and try to answer these questions: What is the job? Why does Anna think Pete is a good person for the job?”

Play the video, if you can. Give out paper copies of the Conversation from the Resources section. Ask students to form groups of three or four and practice it by acting it out.

Ask one or two groups to read the conversation aloud for the whole class. Return to the questions above and see if students can answer them.

Answers: The job is as a co-host with Anna on her new show. Anna thinks Pete is different from her. She is outgoing - Ms. Weaver calls her a “people person” but Pete likes to be alone.

Day 2



Professor Bot's Lesson

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

| Purpose | Professor Bot's Comment | | | | | | | | |
|----------------------------------|---|----------|---------|---------|---------|---------|------------|---------|----------|
| Phrasal verb hunt | I wonder what Anna's new assignment will be? Prof. Bot here! While you are watching, look for phrasal, or two-word verbs. Some stay together, like “go back” and some can come apart, like “give [assignments] out.” Good luck, Anna! | | | | | | | | |
| Examples of phrasal verbs | Did you find any two-word verbs? Here's one example. Pete can throw the want ads away! Throw away is a two-word verb. | | | | | | | | |
| Review of phrasal verbs | Did you find more two-word verbs? Here's what I found: | | | | | | | | |
| | <table><tbody><tr><td>give out</td><td>take on</td></tr><tr><td>go back</td><td>team up</td></tr><tr><td>tear up</td><td>throw away</td></tr><tr><td>come in</td><td>find out</td></tr></tbody></table> | give out | take on | go back | team up | tear up | throw away | come in | find out |
| give out | take on | | | | | | | | |
| go back | team up | | | | | | | | |
| tear up | throw away | | | | | | | | |
| come in | find out | | | | | | | | |

Learning Strategy

Introduce the strategy Set a Goal. Explain, “Ms. Weaver asks Anna to do a new show. She asks Anna to team up with someone. Anna sets a goal for herself: ‘I will find that person.’ When we decide to do something, we can say we are setting a goal to do it.”

“Setting a goal is a powerful learning strategy. When we learn English, we often set goals. They help us focus on what we need to do. Today we will set goals for what we want to get from this course.”

Ask students to take out a notebook and pen. Have them write three goals for the course. Give examples based on what you know they need to improve, such as ‘I will become more confident in speaking English in the coming term,’ or ‘I will improve my listening skills in English by listening to my lessons every night at home.’

If your classroom allows putting things on the walls, ask students to write their goals on cards that you can attach to the wall. This will remind them of their goals throughout the term. If you cannot put up the goals, ask students at different times through the course to look at their notebooks and review their goals. Ask them to write notes on their progress toward meeting the goals as a written assignment at times, such as after Lesson 15.

Activity

Bring examples of jobs that are advertised in the area where you teach, or create some job advertisements for jobs your students may be able to do. They can be jobs at your school, such as cleaning the board for the teacher, sweeping the classroom, decorating a bulletin board or serving lunch to the students. Or they can be at-home jobs such as tending the garden, walking dogs or watching pets, folding clothes, helping to cook food, shopping for an elderly neighbor or reading to younger children.

To begin, explain, “Pete has a job interview with Ms. Weaver in this lesson. Today you will practice having a job interview, too.”

Have students form pairs. Have them look at the jobs on the Activity Sheet. For each one, they can pretend to do an interview for the job.

Here is the sample:

Student A: What job do you want?

Student B: I want to help make lunch. I am good at cooking. I like tasting food and seeing people eat the food I make.

After the students complete the Activity Sheet, give them the cards or job ads you have collected to give them more practice. Discuss the key points of success in a job interview: good grooming, a friendly manner, and ability to tell about yourself. Ask students to identify what Pete did wrong in the conversation video.

Put two chairs in the front of the classroom and ask for volunteers to perform how they would interview for one of the jobs you have given them. Remind students to straighten their clothing and check their appearance so they will look their best before they perform the “interview.”

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.

If not using the video, read the sentences below aloud.

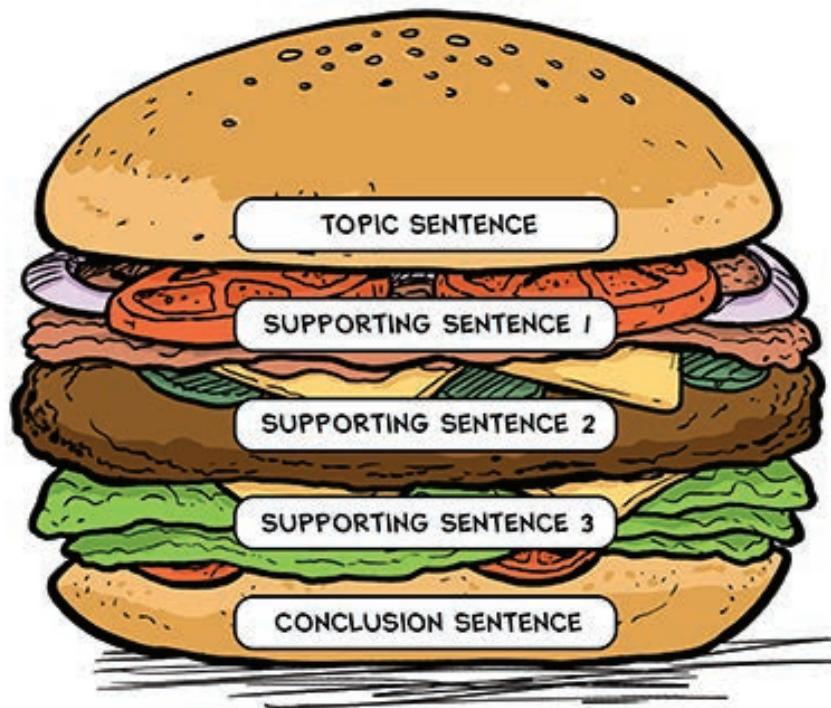
1. Ms. Weaver says, “I want you to go back to hosting and reporting.”
The question is: What does Ms. Weaver want Anna to do?
2. Anna says, “Forget about the crossword puzzle. I have a job offer for you!”
The question is: What does Anna mean when she says, “Pete, you can tear these want ads up and throw them away!?”
3. Anna says, “My boss wants me to team up with someone to host a talk show... Your interview is tomorrow morning at 10:00 am.”
The question is: What does Anna want Pete to do?
4. Pete says, “Last year, I locked myself in a cabin and wrote a book.”
The question is: What did Pete do last year?

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

Writing

If students have not yet received instruction on how to write a basic paragraph, introduce the concept of paragraph with a sandwich graphic like the one shown in the Resources section and on the following page.

1. Discuss the three main parts of a paragraph, or story.
 - a. The introduction (top bun or bread)
 - b. The internal or supporting information (the filling)
 - c. The conclusion (bottom bun)
2. Ask students to write a topic sentence that clearly indicates what the whole paragraph is going to be about.
3. Have students write several supporting sentences that give more information about the topic.
4. Instruct students on ways to write a concluding sentence that restates the topic sentence



© Tim's Printables

Give students the template from the Resources section with the hamburger graphic and spaces to write. 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 topic on the board:

What skills or abilities do you have that you use now at work or you can use in the future in a job?

After students finish writing, have them put their work on the classroom walls if done on paper, or in a class blog if written digitally.

Resources

Conversation

- Anna: Ms. Weaver is giving new assignments out. I am ready to take on anything she gives me. Well, except reporting traffic from a helicopter. Wish me luck.
- Ms. Weaver: So, as I said at the meeting last week, I have new assignments for everyone at the Studio. Anna, you are good at asking questions. So, I want you to go back to hosting and reporting.
- Anna: That sounds great.
- Ms. Weaver: And you are a team player. So, I want you to team up with someone ...
- Anna: That sounds even better!
- Ms. Weaver: ... someone who is very different from you.
- Anna: That sounds ... what do you mean "different"?
- Ms. Weaver: Well, you are very cheerful, a real people-person. I want you to team up with someone who ... isn't.
- Anna: Ms. Weaver, I will find that person.
- Mimi: Excuse me. Are you using this chair?
- Pete: Yes.
- Anna: Pete, hi! Thanks for meeting me.
- Pete: Sure. But I don't have lots of time, Anna. I'm busy - looking for work.
- Anna: Pete, you can tear these want ads up and throw them away! I have good news!
- Pete: Anna, I was working on that crossword puzzle.
- Anna: Oh. Sorry. Sorry. Pete, forget the crossword puzzle. I have a job offer for you!
- Pete: I'm listening.
- Anna: My boss wants me to team up with someone to host a talk show. But the person must be different from me. So, I thought of you.
- Pete: Different from you? What do you mean?
- Anna: I'm sorry, Pete, I don't have time right now. Here's my boss's address. Your interview is tomorrow morning at 10 am.
- Pete: But what do you mean "different"?
- Anna: Just be yourself, Pete. Just be yourself.

Ms. Weaver: Thanks for coming in, Pete.

Pete: Thanks for the opportunity, Ms. Weaver.

Ms. Weaver: I need to find out if you have the skills for this job. And I want you to be completely honest.

Pete: Okay.

Ms. Weaver: First, let's talk about your personal skills. Pete, are you a people-person?

Pete: Well, okay, sometimes I think people talk too much.

Ms. Weaver: Pete. What work of yours are you most proud of?

Pete: Last year, I locked myself in a cabin and wrote a book. I didn't talk to anyone the entire time! It was the best two months of my life.

Ms. Weaver: Okay. I think I've heard enough.

Anna: Hey! Hey, Pete, how was the interview with Ms. Weaver?

Pete: Well, she said I was grumpy and not good with people.

Anna: And ... ?

Pete: And, I got the job!

Anna: I knew it! Congratulations! Let's go celebrate.

Pete: Okay!

Key Words

| | | |
|------------------|-------------|---|
| cabin | <i>n.</i> | a small, simple house made of wood |
| cheery | <i>adj.</i> | having or causing happy feelings |
| crossword puzzle | <i>n.</i> | a puzzle in which words that are the answers to clues are written into a pattern of numbered squares that go across and down |
| entire | <i>adj.</i> | complete or full or not lacking or leaving out any part |
| grumpy | <i>adj.</i> | easily annoyed or angered; having a bad temper or complaining often |
| helicopter | <i>n.</i> | an aircraft that can stay in the air without moving forward and that has metal blades that turn around on its top |
| offer | <i>n.</i> | the act of giving someone the opportunity to accept something |
| lock | <i>v.</i> | to fasten (something) with a lock |
| people person | <i>n.</i> | a person who enjoys or is particularly good at interacting with others |
| personal skills | <i>n.</i> | (interpersonal skills) the skills used by a person to interact with others properly |
| want ad | <i>n.</i> | a notice in a newspaper, magazine, or website that lets people know about something that you want to buy or sell or a job that is available |

Two-Part Verbs

| | | |
|------------|----------------------|--|
| come in | <i>phrasal verb.</i> | to enter a place |
| find out | <i>phrasal verb.</i> | to learn (something) by making an effort |
| give out | <i>phrasal verb.</i> | to give (something) to many people or to hand out (something) |
| go back | <i>phrasal verb.</i> | to return to a person, place, subject, or activity |
| take on | <i>phrasal verb.</i> | to begin to deal with (something, such as a job or responsibility) |
| team up | <i>phrasal verb.</i> | to join with someone to work together |
| tear up | <i>phrasal verb.</i> | to completely destroy (something) by tearing it into pieces |
| throw away | <i>phrasal verb.</i> | to put (something that is no longer useful or wanted) in a trash can, garbage can, rubbish bin |

Quiz - Level 2, Lesson 2 - The Interview

Listen. Circle the letter of the correct answer.

- | | |
|---|--|
| <p>1. What does Ms. Weaver want Anna to do?</p> <ul style="list-style-type: none">a. Report traffic from a helicopter.b. Manage assignments at The Studio.c. Put the Studio's new team together.d. Return to hosting and reporting. | <p>3. What does Anna want Pete to do?</p> <ul style="list-style-type: none">a. Go to an interview at her job.b. Find someone to host a talk show.c. Stop asking so many questions.d. Meet her at her boss's house. |
| <p>2. What does Anna mean when she says, "Pete, you can tear these want ads up and throw them away!?"</p> <ul style="list-style-type: none">a. Throw the want ads up in the air.b. Put the want ads in the garbage.c. Call someone from the want ads.d. Give the want ads to someone else. | <p>4. What did Pete do last year?</p> <ul style="list-style-type: none">a. Tried to build a cabin in the woodsb. Tried to become more of a people personc. Stayed in a cabin alone and wrote a bookd. Talked about the work that he is proud of |

STEP 1

Write about the skills you have for each job. Think of things you like to do. How does it help you do the job well?

LESSON
2

Pick up Trash



Sample:

I can pick up trash at my school. I am good at finding things that should go into the trash. I like making the school grounds look nicer.

What job do you want?



I am good at cooking. I want to help make lunch.

STEP 2

With your partner, do a job interview for each job. Ask and answer: What skills do you have for this job? Do you enjoy doing it?

A

Care for Children



C

Clean the Classroom



B

Help Make Lunch

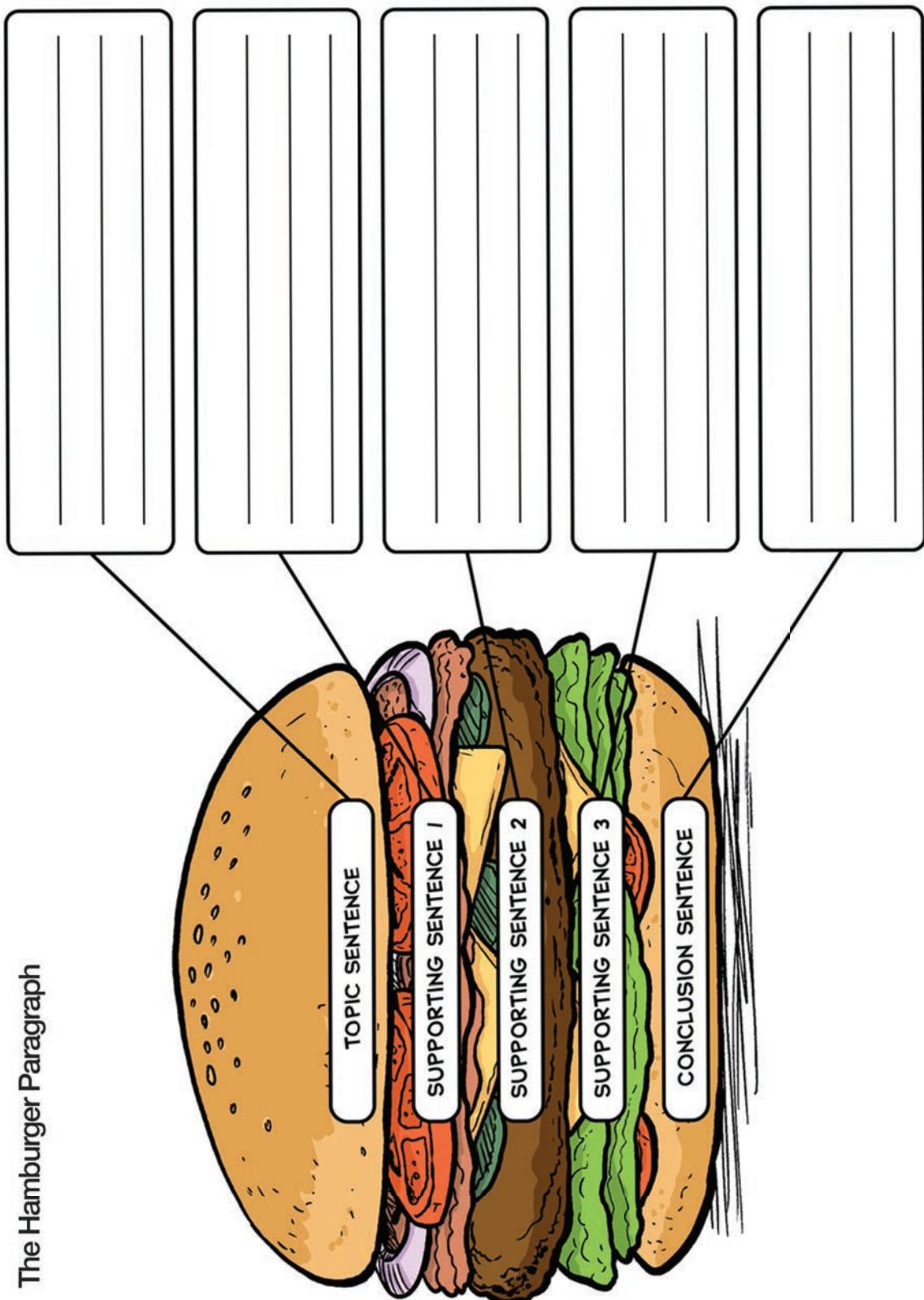


D

Care for Pets



The Hamburger Paragraph



<https://learningenglish.voanews.com>



LEVEL 2 LESSON 3 HE SAID, SHE SAID

VOA LEARNING ENGLISH

Topics

Time
Daily Routines & schedules
Explaining why you are late
Leaving and taking messages

Learning Strategy

Monitor

Prepare Before Class

Print copies of the student Activity Sheet

Goals

Grammar: Past perfect

Day 1

Introduce the Lesson

Explain that in Lesson 3, Pete and Anna meet with Director Kelly, but they arrive late. The two tell very different stories about their morning. Ask students, “Do you have a friend who is often late to arrive someplace? Or do you arrive late when you go someplace together? In this lesson we will talk about the idea of having a schedule and doing things at a certain time.”

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.

Day 2

Present the Conversation

Tell students that the video will show Anna and Pete having a meeting with Director Kelly. 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.

Introduction to Past Perfect

Uh-oh. It's bad to be late for a business meeting. But while we wait for Pete, let's talk about a new verb tense -- past perfect! You know the past tense, right? Like, "Pete promised to meet me here at 8:00 a.m."

Past perfect is a little different. When we talk about two things in the past, we can use the past perfect for the first event. Put "had" before the past participle. "Pete had promised he would meet Anna." Here's your assignment: find sentences with the past perfect tense. Remember, look for "had!"

Review of past perfect

Anna left a message. That's the right thing to do. Did you find some examples of the past perfect sentences? I did. Anna said,

"After Pete had wasted time waiting for coffee, we were late."

Look at that coffee! It looks more like dessert! Okay, keep watching for past perfect!

Introduce the Past Perfect

Explain, "The best way to understand the past perfect is to see that it is used with two events that took place in the past. One event happened before the other - they do not take place at the same time."

Draw a timeline on the board or use the graphic in the Resources section. Mark lines for different hours and tell students this is what happened yesterday. Write down several events that took place yesterday and mark them on the timeline.

We started English class at 10:00.

The fire bell rang at 10:15.

We had started English class when the fire bell rang.

Show your students how the past perfect tense is formed, using the past tense of the verb to have (had) + the past participle of the main verb.

Learning Strategy

Introduce the strategy Monitor by saying, “The learning strategy for this lesson is Monitor. That means to be aware of what is happening. As you use English, you can check your understanding. Do you understand? If not, what is the problem? You can also check how you write or speak. Are others understanding you? If not, what is the problem?”

Explain: “In this lesson, Anna monitored the time of her commute to work. She knew that she and Pete were late. She called Kelly to tell her. Later, Anna and Pete told Kelly the problem. Kelly monitored when she saw the problem between Anna and Pete. She had a great idea about how to use the different way they see things. They can tell others about their different ideas on their new show: ‘He Said - She Said!’”

Ask students to try monitoring when they do the following activity.

Activity

In this activity, students will practice the strategy Monitor and the past perfect verb tense. Ask students to line up in two rows. Hand out copies of the “Student A” Activity Sheet to one row and copies of the “Student B” activity sheet to the other row. Ask students to sit together with a student in the row across from them. Make sure each student has a pen or a pencil. Begin by asking: “Can you draw a picture with your eyes closed?” You may want to demonstrate on the board by tying a scarf around your eyes, then drawing an easily identifiable animal, like a snake or a giraffe. Students will enjoy seeing you make a silly picture. Have them guess what it is.

Explain that in the first part of the activity, one student will close their eyes and draw an animal, while their partner watches and guesses the animal. “Keep your eyes closed until you are finished drawing. When you open your eyes, put the pencil down. Your partner has questions on their sheet. Listen to your partner’s questions and answer them.”

Walk around and observe while students complete the first part of the activity. The partner who is watching is supposed to guess the animal and ask their partner if it was difficult to draw with their eyes closed. The students are asked to think about how the learning strategy, Monitor, applies to their drawing. Next, have the students change roles and let the other student try drawing with their eyes closed.

After they finish, ask, “How was it? Did you like drawing with your eyes closed? Why was this drawing difficult? The student may say they do not know how the picture looks. Explain, “It helps to Monitor - looking at how you are doing as you draw. In the same way, when you speak English, you should check to see how well you are doing.

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. Choose the sentence with the past perfect verb tense.
 - a. Today, Pete and I are meeting with a consultant who will help us with our new show.
 - b. Yesterday, Pete had promised to meet me here at 8:00 a.m. but he did not come on time.
 - c. He had to get his "special" coffee -- SPECIAL coffee!
 - d. She had to feed her birds -- HER birds!
2. Anna says, "Sure. Kelly, see, Pete and I live in the same building. So, we decided to meet at 8:00 a.m. - 8:00 a.m. to come to work together. I had waited 15 minutes when Pete arrived! After Pete had wasted time waiting for coffee, we were late. I left you a message." *
3. Pete says, "Yeah, that's not why we're late. This is why we're late: I had arrived on time at 8:00 a.m. but didn't see Anna. She was standing behind a tree. I think she was hugging it. I always walk to work. But she said that would take too long and that a scooter would be much faster. It was awful. I hated it. And it added too much time to our commute!"
4. Kelly says, "It's good to see things differently. I have an idea: We will call the show 'He Said, She Said.' For every story, you tell a different point of view."

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

Writing

Ask students to write their answer to this question:

Think of a friend who thinks about things differently from you. Tell about a time when you saw the same event or situation in very different ways. If time allows, have students exchange their writing with another student and discuss the two points of view in the stories.

Conversation

- Anna: Today, Pete and I are meeting with a consultant who will help us with our new show. Yesterday, Pete had promised to meet me here at 8:00 am. but he did not come on time.
- Kelly: You two are late -- exactly 43 minutes late! What happened?
- Anna: He had to get his “special” coffee -- SPECIAL coffee!
- Pete: She had to feed her birds -- HER birds!
- Kelly: Okay, I can see already that you need my help. You can't both talk at the same time. You have to take turns. Alright, Anna, you go first.
- Anna: Sure. Kelly, see, Pete and I live in the same building. So, we decided to meet at 8:00 a.m. - 8:00 a.m. to come to work together. I had waited 15 minutes when Pete arrived!
- Anna: After Pete had wasted time waiting for coffee, we were late. I left you a message.*
- Kelly: Hum. I didn't get that message.
- Anna: Oh. Sorry.
- Kelly: Pete?
- Pete: Yeah, that's not why we're late. This is why we're late: I had arrived on time at 8:00 a.m. but didn't see Anna. She was standing behind a tree. I think she was hugging it. I always walk to work. But she said that would take too long and that a scooter would be much faster. It was awful. I hated it. And it added too much time to our commute!
- Then Anna stopped by a pond to feed the birds. She had named them after characters from books and yelled the names out loud ... Romeo! Juliet! Sherlock!
- By the time she had fed all the birds, we were late.
- Kelly: This is what I think. You two see the same event very differently. Does this happen often with you two?
- Pete: Yes.
- Anna: No.
- Pete: No.
- Anna: Yes.

- Kelly: Okay. This is good. This is good! It's good to see things differently. I have an idea: We will call the show "He Said, She Said." For every story, you tell a different point of view.
- Anna: That is a great idea, Kelly! Pete, we are different. That's why I thought of you for this job!
- Kelly: I think you two understand perfectly.
- Anna: Let's get to work!
- Kelly: She named the birds? Really?
- Pete: Yeah...

* Business people in the U.S. think you should come to a meeting at the exact time. If you are late to a business appointment, you should call and explain why.

Key Words

| | | |
|---------------|-----|--|
| commute | v | to travel regularly to and from a place and especially between where you live and where you work |
| consultant | n | a person who gives professional advice or services to companies for a fee |
| event | n | something (especially something important or notable) that happens |
| exactly | adv | used to stress that something is accurate, complete, or correct |
| hug | v | to put your arms around someone especially as a way of showing love or friendship |
| point of view | n | a way of looking at or thinking about something |
| pond | n | an area of water that is surrounded by land and that is smaller than a lake |
| promise | v | to tell someone that you will definitely do something or that something will definitely happen in the future |
| scooter | n | a child's vehicle that is made of a narrow board with two small wheels attached |
| waste | v | to use (something valuable) in a way that is not necessary or effective |

Quiz - Level 2, Lesson 3 - He Said, She Said

Listen. Circle the letter of the correct answer.

1. Choose the sentence with a past perfect verb tense.
- a. Pete and I are meeting with a consultant who will help us with our new show.
 - b. Yesterday, Pete had promised to meet me here at 8:00 a.m. but he did not come on time.
 - c. She had to feed her birds -- HER birds!
 - d. He had to get his "special" coffee -- SPECIAL coffee!
2. What does Anna say about why she and Pete are late?
- a. Pete took too long to get his special coffee.
 - b. Anna was talking with Pete for a long time.
 - c. Pete did not come to the coffee shop.
 - d. They left their apartment too late.

3. What does Pete say about why he and Anna are late?
- a. Pete's scooter was too small.
 - b. Anna was standing near a tree.
 - c. Pete did not know what time to meet Anna.
 - d. Anna wanted to ride scooters and feed the birds
4. What is Kelly's idea?
- a. Pete and Anna should learn how to understand each other.
 - b. Anna should always agree with Pete's ideas.
 - c. Pete and Anna should tell their different points of view on their show.
 - d. Anna's point of view is too different from Pete's.



VOA LEARNING ENGLISH

STUDENT A

STEP 1



Close your eyes. Think of an animal. Keeping your eyes closed, draw the animal on the paper. Then answer your partner's questions.



STEP 2

Watch your partner draw. Guess the animal.
Ask, "Is it a _____?" and "Was it hard to draw?"
Listen carefully to your partner's answer.
Then ask, "Why?" Write their answer below.

Your partner's answers:

Learning
Strategy
Monitor

Check on how
you are doing.
Can others
understand you?
Can you
understand others?

No, it's a _____.

Is it a _____?
Was it hard to draw?

Yes, it was.



Why?

STEP 1

Watch your partner draw. Guess the animal.

Ask, "Is it a _____?" and "Was it hard to draw?"

Listen carefully to your partner's answer.

Then ask, "Why?" Write their answer below.

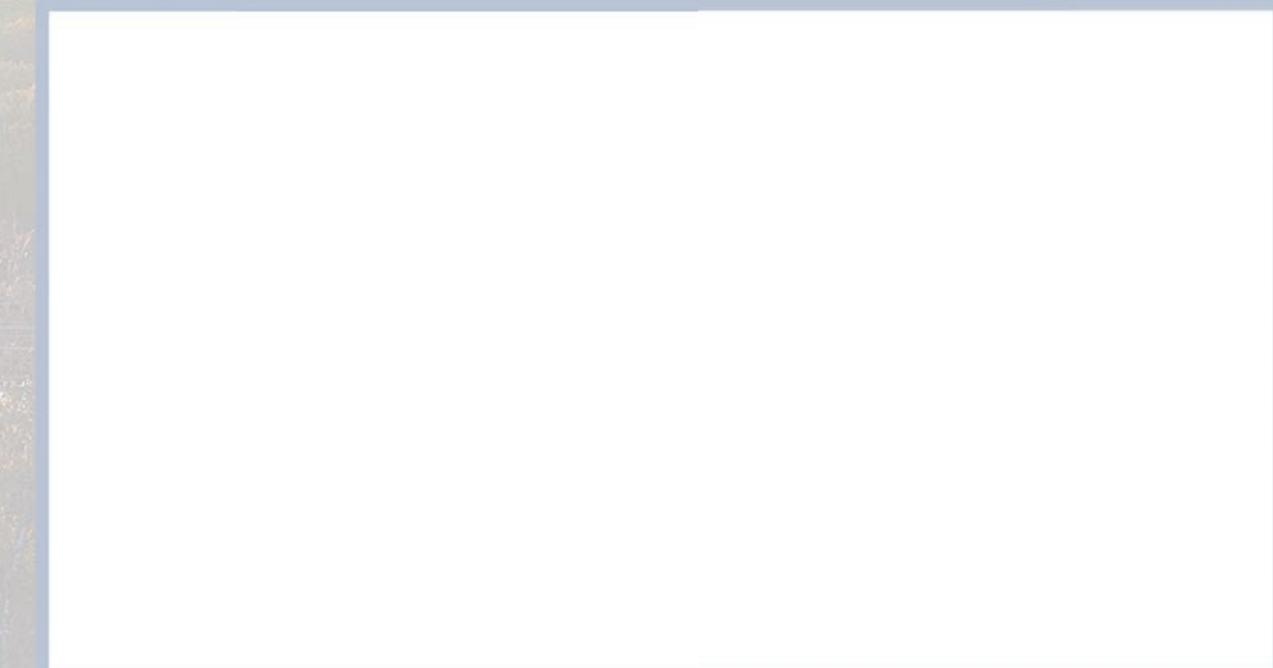
Your partner's answers:

Learning
Strategy
Monitor

Check on how
you are doing.
Can others
understand you?
Can you
understand others?

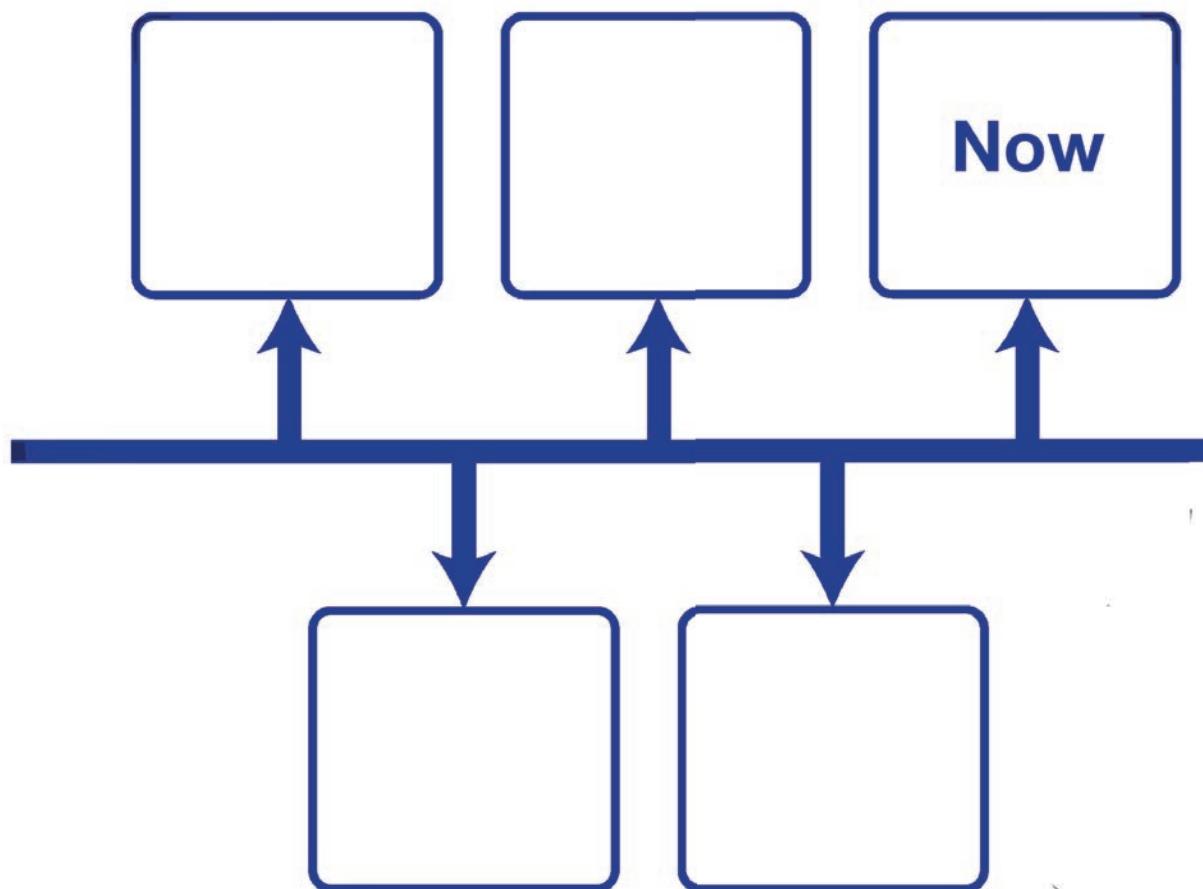
STEP 2

Close your eyes. Think of an animal. Keeping your eyes closed, draw the animal on the paper. Then answer your partner's questions.



Practice the Past Perfect Tense

Write two or more events on the timeline.



Write a few sentences with the past perfect using the events.



LEVEL 2 LESSON 4 RUN AWAY WITH THE CIRCUS!



LEARNING ENGLISH

Topics

Travel
Discussing creative works
Expressing opinions
Expressing agreement

Prepare Before Class

Print copies of the student Activity Sheet

Learning Strategy

Ask Questions to Clarify

Goals

Expressing opinions
Politely agreeing and disagreeing

Day 1

Introduce the Lesson

Explain that “In Lesson 4, Anna and Pete start their new show. They do not agree about the circus. Are the performers artists or athletes? Do they perform or compete? Find out in the first ‘He Said - She Said’ show. In this lesson, you will see how they support their opinions by explaining their reasons for thinking the way they do.”

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.

If students need help with the language of agreement and disagreement, provide some phrases in written or spoken form for them to practice, such as the ones below.

Ways to say “I agree”

I think so, too.
I am with you.
I can go along with that.
That's true.
Exactly.

Ways to say “I disagree”

I hear what you are saying but..
That's not always true.
I don't agree.
I disagree.
That's not the way I see it.

Present the Conversation

Tell students that the video will show Anna and Pete's new show, "He Said - She Said." 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 in "Professor Bot's Lesson" by reading the text or pausing while playing the video.

| | |
|-----------------------------|--|
| Hunt for Agreement | <p>They did it! They agreed!! Anna says she agrees that the performers are athletic. "That's a good point, Pete. They are athletic. I agree with you on that point." Now look for other ways they agree.</p> |
| Comment on Agreement | <p>Oh dear. Anna and Pete do not agree about Circus Arts. But that's okay. Today's lesson is about agreeing and disagreeing. Let's listen to how Anna and Pete disagree or agree. Let's hope these two can agree on something.</p> |
| Example of Agreement | <p>Good job you two! I'm so glad that Anna and Pete finally agree! Pete said, "You're right, Anna." I agree, too. Circus arts are beautiful.</p> |

Expressing Agreement and Disagreement

Introduce students to expressing agreement and disagreement with an activity that will get them up and moving around the classroom. Students will practice expressing and defending their opinions.

In each corner of the classroom, put one of these signs: Strongly Disagree, Disagree, Agree and Strongly Agree.

Depending on the size of your class, choose four or more of the statements below about the best way to learn English. Or choose your own topics that are important to your students. Write them on the board as you go through the activity or read them aloud one at a time. After reading one aloud, tell students to go to the corner that best matches their opinion.

Choice of Topics

A. The best way to improve your English is to...

- write in a journal every day in English.
- practice speaking with a friend in English.
- read as much as you can in English.
- make videos of yourself speaking or reading aloud.

B. Children should always...

- do what parents tell them to do.
- follow their own interests even when parents do not approve.
- focus on school work more than housework.
- have a choice in what name they use.

The students in the same corner should first discuss why they chose that opinion and then have one member report their reasons back to the class. After each corner has given reasons for their opinion, ask the students from the different corners to politely tell why they disagree with another corner's opinion. Tell students that if they want to switch to another corner they may do so. Repeat with other statements.

Day 3

Learning Strategy

Explain, “The learning strategy for this lesson is Ask Questions to Clarify. Clarify means ‘to make clear.’ When you use English, you often need to ask questions. Of course when you did not hear someone you may ask them, ‘Would you please repeat that?’ You can also ask questions when you want to learn more about someone’s opinions or ideas.”

Tell students how Pete asks questions to understand Anna’s ideas. “In this lesson, Anna and Pete are talking about circus performers. Are they artists or athletes? Pete thinks they are athletes, but he is trying to understand why Anna thinks they are artists. He says, ‘I hear what you’re saying, Anna. I do. But where is the art?’ This helps to continue the conversation. Anna explains, ‘But he’s an artist too. He is telling a story with his sticks and his costume.’ Then Pete asks, ‘What story? What costume?’ Anna interviews the circus performers and asks them to explain *why* what they do is an art form. We do not see her questions in the conversation but we see the performers answering them.”

Ask, “How about you? When do you ask questions to clarify while you are speaking English? Can you think of an example of a time you needed to ask questions recently?” Give an example if students cannot think of any times.

Activity

In this activity, students will practice the strategy Ask Questions to Clarify. They will think of a rule that applies to a topic on which they will express an opinion.

Print the Activity Sheets in the Resources section. Note there is a “Student A” sheet and a “Student B” sheet. Have students stand in one row in alphabetical order according to their given name or their English name. Lead one end of the row to walk toward the other end of the row so students are facing a partner. Hand out the “Student A” sheets to one row and the “Student B” sheets to the other row.

Explain: In this activity, you and your partner will practice giving your opinion. After you hear your partner’s opinion, ask a question to clarify why your partner has their opinion.

“For example, if I say, ‘I am a wonderful teacher,’ you may ask, ‘Why?’ I will make this rule when I answer, ‘Because my students are learning English very well.’ Let’s try it with two students now.”

Demonstrate with the two students at one end of the row. Explain:

“You are Student A. Read the part of the girl.” Turn to the other student.

“You are Student B. Read the part of the boy.”

Have them read the example conversation on their sheet aloud.

Ask students to sit together to continue the activity. Point out that each sheet has different topics, so students should take turns listening to and asking about opinions. Tell students, “Your explanation can be a funny one, like, ‘Travel is relaxing because I always fall asleep on a train.’”

After doing each conversation, each student should write their reasons in the box at the bottom of the page.

When the class has finished with the activity, ask several pairs to demonstrate the reasons they gave for the opinions they chose.

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. Anna says: Recently, I went to a circus festival. It was a celebration of circus arts! Pete says: I don't think circus performers are artists. I think they're athletes with interesting skills ... and costumes.
Anna answers: I completely disagree.
The question is: How do Anna and Pete think about the circus performers?
2. Pete says: "People who swing from ropes are not artists. I know it's not easy to swing from a bar and catch someone by the hands. You have to be very athletic to do that. But where is the art? They're jugglers. They're just throwing things back and forth. "
The question is: What reason does Pete give for his opinion about circus arts?
3. Anna watches a man juggling and says: "But he's an artist too. He is telling a story with his sticks and his costume... circus performers do more than physical tricks."
The question is: What reason does Anna give for her opinion about circus performers?
4. Kate says: "It's an art form because like, other sports are competing. This is simply performing and having fun."
The question is: How does the performer, Kate, show that performing in the circus is an art?

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

Writing

Ask students to write their answer to this question in the "Hamburger Paragraph" form taught in Lesson 2.

Choose an opinion you heard or saw in this lesson. Or choose an opinion you have heard people around you express. Write three reasons why you agree or disagree with the opinion. Explain each reason fully.

If time allows, have students exchange their writing with another student or read it to that student and then discuss whether they agree or disagree on the opinion.

Conversation

- Anna: Hello, I'm Anna ...
- Pete: ... and I'm Pete. Welcome to "He Said,
- Anna: ... She Said"!
- Pete: Because there are always two sides ...
- Anna: to every story!
- Anna: Today's show is about Circus Arts!
- Pete: Circus? That's not an art form.
- Anna: Yes, it is.
- Pete: No, it isn't.
- Anna: Yes, it is.
- Pete: No, it isn't.
- Anna: Yes, it is!
- Pete: No, it isn't.
- Anna: Yes, it is!
- Pete: No, it isn't.
- Anna: Yes, it is!
- Anna: Today, let's run away with the circus! Recently, I went to a circus festival. There was a huge circus tent. And many different circus performers. It was a celebration of circus arts!
- Pete: That looks fun, Anna. But I don't think circus performers are artists. I think they're athletes with interesting skills ... and costumes.
- Anna: Hmm, that is a very interesting point of view, Pete. And I completely disagree.
- Pete: Anna, Michelangelo was an artist. Rembrandt was an artist. People who swing from ropes are not artists. I know it's not easy to swing from a bar and catch someone by the hands. You have to be very athletic to do that.
- Anna: That's a good point, Pete. They are athletic. But they are called trapeze artists. Trapeze ... ARTISTS.
- Pete: I hear what you're saying, Anna. I do. But where is the art? Look at these guys. They're jugglers.
- Anna: Yes, they are skilled in the art of juggling.

- Pete: They have a special skill. But are they artists?
- Anna: Yes!
- Pete: No!
- Pete: They're just throwing things back and forth.
- Anna: Kind of like you and me, Pete. We're going back and forth on this issue.
- Pete: I don't think we'll ever agree on this one.
- Anna: No, but we can agree that these young people are amazing.
- Pete: Okay, yeah. We can agree on that. But, still, they are very athletic – flipping and throwing each other around.
- Anna: Yes, I agree with you on that point.
- Pete: Anna? Anna!!
- Anna: Sorry! Sorry! But he's an artist too. He is telling a story with his sticks and his costume.
- Pete: What story? What costume?
- Anna: I see your point, Pete. I really do. But circus performers do more than physical tricks. Look! Look at these amazing performers!
- Pete: I will admit -- I like their costumes.
- Anna: You know, Pete. Let's let the performers speak for themselves.
- Anna: Kate and Piper tell stories while hanging upside down on a ring!
- Pete: Was it hard to interview them upside down?
- Anna: I interviewed them right side up, Pete. Kate says circus performing may be athletic but it's not competitive. With most sports, you compete.
- Kate: It's an art form because like, other sports are competing. This is simply performing and having fun.
- Pete: Okay, Kate made a really good point. In athletics, there is a lot of competition. But still ...
- Anna: Here's Piper, Pete. Please pay attention, Pete.
- Pete: But, I ...
- Anna: Shh.
- Piper: Well, when you're up in the air doing circus you have to perform. And so, we learn to embody characters, and to move fluidly and gracefully ... in artistic ways.
- Anna: And that ...is why they are artists!
- Pete: You're right, Anna. Oh, you're right. It's just so beautiful.
- Anna: I know. I know, Pete.

Key Words

| | | |
|----------------|---------------------|--|
| admit | <i>v</i> | to say usually in an unwilling way that you accept or do not deny the truth or existence of (something) |
| athlete | <i>n</i> | a person who is trained in or good at sports, games, or exercises that require physical skill and strength |
| athletic | <i>adj</i> | strong and muscular |
| back and forth | <i>adv</i> | toward the back and then toward the front or backward and forward |
| bar | <i>n</i> | a straight piece of metal or wood that is used as a tool |
| circus | <i>n</i> | a traveling show that is often performed in a tent and that typically includes trained animals, clowns, and acrobats |
| competitive | <i>adj</i> | of or relating to a situation in which people or groups are trying to win a contest or be more successful than others |
| embody | <i>v</i> | to be a symbol or example of (something) |
| form | <i>n</i> | a type or kind of something |
| graceful | <i>adj</i> | moving in a smooth and attractive way |
| hang | <i>v</i> | to hold one's body in the air |
| Michelangelo | <i>n</i> | Michelangelo di Lodovico Buonarroti Simoni was an Italian Renaissance painter, sculptor, architect, poet, and engineer |
| Rembrandt | <i>n</i> | Rembrandt Harmenszoon van Rijn was a famous Dutch painter and artist |
| right side up | <i>adv</i> | with the top of something, or the head of a person, facing upward |
| ring | <i>n</i> | something that is shaped like a circle |
| rope | <i>n</i> | a strong, thick string that is made by twisting many thin strings or fibers together |
| run away with | <i>phrasal verb</i> | to secretly leave a place with a person or a group |
| side | <i>n</i> | one of two or more opinions, positions, etc., that disagree with each other |

| | | |
|---------|----------|---|
| trapeze | <i>n</i> | a short bar that is hung high above the ground by two ropes and that is held by circus performers who perform athletic tricks on it |
| twirl | <i>v</i> | to turn or spin around and around |

Quiz - Level 2, Lesson 4 - Run Away With the Circus

Listen. Circle the letter of the correct answer.

- | | |
|--|--|
| <p>1. How do Anna and Pete think about the circus performers?</p> <p>a. Pete thinks they are interesting actors. Anna thinks they are athletic.</p> <p>b. They agree that circus performers are artists.</p> <p>c. Anna thinks they are artists. Pete thinks they are athletes.</p> <p>d. They both think that circus performers are skilled athletes.</p> | <p>3. What reason does Anna give for her opinion about circus performers?</p> <p>a. She says they have very nice costumes.</p> <p>b. Anna says the performers are telling a story.</p> <p>c. They are doing physical tricks with great skill.</p> <p>d. It is difficult to twirl sticks while dancing.</p> |
| <p>2. What reason does Pete give for his opinion about circus arts?</p> <p>a. It is not easy to swing from a bar and catch someone.</p> <p>b. The performers are strong and have good skills.</p> <p>c. It takes a lot of skill to be a juggler.</p> <p>d. The performers are athletic but do not make art.</p> | <p>4. How does the performer, Kate, show that performing in the circus is an art?</p> <p>a. Kate says that it is art because they do not compete.</p> <p>b. They are more athletic than those who participate in sports.</p> <p>c. Kate says they do not have as much fun as athletes do.</p> <p>d. They are hanging upside down while they perform.</p> |



Choose an opinion. Tell what you think. Answer your partner's questions to explain your opinion.

Reading is the best way
to learn

Listening is the best way
to learn

Science is interesting
Science is boring

Mathematics is easy
Mathematics is hard

Salad is a great meal
Salad is not a great meal



STEP 2

Write your reasons for the opinions you talked about.
Next, listen to your partner's opinions. Ask a question
to clarify why they think that way.

1. _____
2. _____
3. _____
4. _____

Listen to your partner give an opinion. Ask your partner a question to clarify their opinion. Then, choose a topic from your paper. Tell your opinion.

Winter is terrible

—
Winter is wonderful

Cheese is a great food

—
Cheese is a bad food

History is easy

—
History is hard

Travel is relaxing

—
Travel is stressful



STEP 2

Write your reasons for the opinions you talked about.
Ask your partner to tell you their reasons.

1. _____
2. _____
3. _____
4. _____



LEVEL 2 LESSON 5 GREATEST VACATION



Topics

Asking for information
Comparing different vacations and transportation

Prepare Before Class

Print copies of student versions A and B of Activity Sheet

Learning Strategy

Make Associations

Goals

Review of comparative adjectives and superlative adjectives

Day 1

Introduce the Lesson

Tell students, “In Lesson 5, Anna wants to plan a vacation. She visits a travel agency to learn about places she can go. Dan wants to help Anna, but he also wants to sell her a tour.”

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.

Check student knowledge of other travel-related vocabulary such as the list below from Let’s Learn English Level 1.

| | |
|---------|--|
| country | an area of land that is controlled by its own government |
| history | the study of past events |
| tourist | a person who travels to a place for pleasure |
| travel | to go to a place and especially one that is far away |
| trip | a journey to a place |

Present the Conversation

Tell students that the video will show Anna at a travel agency, planning to take a vacation. Play the video or audio of the conversation or hand out copies of the text from the Resources section. Ask 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.

Hunt for Comparative Adjectives

I hear you, Anna. I need a vacation, too, but not at the beach. Sand is not good for robots! When we compare things, we use special forms of adjectives. “Better” is a comparative adjective. That is used to compare two things. “Best” is a superlative adjective. It shows that one thing has more of ...something than ALL of the others. Try to find more of these adjectives. Look for ER or EST at the end.

Explanation of adjectives used

Did you find all of those adjectives? Dan started with good - The Mountain Getaway; then he moved to better - The Deep Sea Adventure. And finally, he said the Safari Campout was the best vacation for Anna!

Final comment

Oh Anna. This is the smokiest lesson yet! There were a lot of comparatives and superlatives but ... I can't breathe. Just go to the website to learn the best ways to use them!

Practice With Comparison

Write the facts below on the board, or any set of facts you want students to practice talking about. Set a timer for 3 minutes. Ask students to make as many sentences as they can comparing the rivers and continents before the time is up. Then, ask several to share their sentences with the class.

| Rivers - Length | | Continents - Population | |
|-----------------|----------|-------------------------|---------------------|
| Nile | 6,693 km | Asia | 4.6 billion people |
| Amazon | 6,436 km | Africa | 1.3 billion people. |
| Yangtze | 6,378 km | North America | 360 million |
| | | Europe | 700 million |

Learning Strategy

Explain, “The learning strategy for this lesson is Make Associations. We make associations, or connections, between words and ideas each time we use language. When learning a second language, it is best to mentally connect new words or sentence patterns directly with ideas or experiences, not with words in your first language. The associations may help you remember new words better.”

Continue: “In this lesson, Anna makes associations between mountains and high places. She is afraid of high places, so she does not want to go to the mountains. She is also afraid of wild animals, which she associated with the Safari Campout. So she decides not to take those vacations.”

Ask the class: “How about you? How do you make associations while you are speaking English? For example, you may make a picture in your mind that helps you remember an English word. Or you may think of a sound that helps you remember how to pronounce an English word.”

Give students time to talk with a partner about the associations they make. Then ask for one or two examples. Write them on the board in a place where you can refer to them later.

Activity Sheet Page 1

In this activity, students will practice the strategy Make Associations. They will first make associations with one area of the world: Asia, Africa, North America, South America, Antarctica, Europe or Australia. Then they will practice talking about their associations while creating a travel poster.

Print the activity sheets in the Resources section. Have students form pairs. Hand out the two pages to each student.

Explain: “Look at the first page. You see a map of the world. Let’s practice saying the names of the continents.” Read the names of the continents and pause for students to repeat.

Continue: “With your partner, take turns telling what you think of, or associate, with each area. Read the example in the box for Antarctica.” Have one student read the sentence aloud. Make sure students understand what the word penguin means. A picture is on the activity sheet. Ask students to practice the sample conversation to make sure they understand how to ask and answer questions about each area on the map.

Give students time to complete the activity on the first page. Walk around the room to see that they are writing their answers. When they have completed the first section, ask several students to read a sentence or two aloud and, if necessary, explain why they have that association.

Activity Sheet Page 2

Ask students if they have ever seen a travel poster. On the margins of the page, there are examples of old travel posters. Call students' attention to the posters and comment on the various associations a viewer can make between famous things or places in each country.

Ask students to tell you what they think makes an attractive travel poster: pictures of natural beauty, famous buildings, people having fun or unusual objects. Encourage students to discuss these with their partner and share examples with the class before they begin working on their own poster.

If colored pencils, markers or crayons are available, give them to students to use on their posters.

Instruct students: "Choose a country you and your partner would both like to visit. Think about the things you associate with that place. Make a list on another piece of paper. With your partner, talk about what pictures to draw on the poster. Then, help each other to make a travel poster about the place."

Give students time to draw their posters.

Ask pairs of students to present their posters and explain the things they have placed on them. Put them on the room walls to refer to in later lessons to remind students of the learning strategy of making associations.

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.

If not using the video, read the sentences below aloud.

1. Dan says, "Trudy, hold my calls. I am going to sell our most expensive vacation."The question is: What does the travel agent want to do?
2. Dan says: "That's why our Deep Sea Adventure is better for you! It is pricier than the Mountain Getaway."The question is: Which vacation has a higher price?
3. Dan says, "Sure, you can leave. But then you won't see the latest vacation technology." The question is: What does the travel agent want Anna to do?
4. Anna says: "Anna: I like traveling in a plane but not in a helicopter! Planes are a little scary but helicopters are scarier! My favorite way of traveling is by train. Ships can be the scariest! Have you seen the movie 'Titanic?' Oh, and no horses. But I will ride a camel. And no bike tours. Biking is THE slowest AND least romantic way to travel."The question is: What does Anna like to do when she travels?

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

Writing

Ask students to write their answer to this question in the "Hamburger Paragraph" form taught in Lesson 2. Students may write more than one paragraph if they have many details to share. Remind students that each paragraph should have the structure that was taught earlier.

What is your dream vacation? Tell about where you want to go, the best time to go to that place, who is the best person for you to travel with and what you want to do more than anything else on the vacation. Explain why this is better than any other vacation.

If time allows, have students exchange their writing with another student and discuss the dream vacation plans.

Conversation

- Anna: "Do you need a vacation?" Wow. That was the best vacation I have ever had ... in my head. A beach is much better than here. I need a vacation!
- Dan: NO! You can't get your money back. I don't care that it was your worst vacation ever!
- Dan: Hello! Have a seat! Welcome to the World's Best Vacation Travel Agency!
- Anna: Thank you and congratulations!
- Dan: For what?
- Anna: For being the world's best travel agency.
- Dan: Right ... thanks.
- Dan: Trudy, hold my calls. I am going to sell our most expensive vacation.
- Trudy: Sure thing, Boss.
- Dan: The Mountain Getaway is good for you. It's a little pricey. But think of it -- you, on top of a mountain for seven days!
- Anna: I'm afraid of high places.
- Dan: Of course you are. That's why our Deep Sea Adventure is better for you! It is pricier than the Mountain Getaway. Just you and the animals of the sea!
- Anna: Shark! Shark!
- Dan: No, there are no sharks in your dream vacation! You need the Safari Campout! It is our priciest vacation. But I think it's the best one for you. During the day, you'll see elephants, giraffes and lions. At night, you'll sleep out under the stars.
- Anna: Look, I think this was a bad idea.
- Dan: Sure, you can leave. But then you won't see the latest vacation technology.
- Anna: Exactly what is the "latest vacation technology" ... exactly?
- Dan: I'm happy you asked. Meet the Travel Max 2000!
- Anna: Wow.
- Dan: So, tell me, how do you like to travel?
- Anna: Well, I like travel that is cozy and romantic but still exciting.
- Dan: Great. Tell me more.

- Anna: I like traveling in a plane but not in a helicopter! Planes are a little scary but helicopters are scarier! My favorite way of traveling is by train. Ships can be the scariest! Have you seen the movie "Titanic"? Oh, and no horses. But I will ride a camel. And no bike tours. Biking is THE slowest AND least romantic way to travel. Excuse me, but I think the Travel Max 2000 is on fire.
- Dan: Yes, we're both on fire! We really want to sell you the most ex-, I mean, best vacation ever!
- Anna: No, I mean it's really on fire!
- Dan: You killed it. You killed the Travel Max 2000!
- Anna: I am so sorry! Can I help you fix it?
- Dan: No, no!
- Anna: Don't cry. I know what you need -- a vacation!
- Anna: The Safari Campout looks fun. It is the priciest. But I think you deserve it.
- Dan: No, no!



Key Words

| | | |
|-----------------|-------------------|--|
| agency | <i>n</i> | a business that provides a particular service |
| camel | <i>n</i> | a large animal of Africa and Asia that has a long neck and one or two large humps on its back and that is often used for desert travel |
| campout | <i>n</i> | an occasion when people go camping together |
| Congratulations | <i>n</i> | a message telling someone that you are happy because of his or her success or good luck |
| cozy/cozier | <i>adj</i> | small, comfortable, and warm |
| deserve | <i>v</i> | used to say that someone or something should or should not have or be given something |
| getaway | <i>n</i> | a short vacation |
| latest | <i>adj</i> | most recent |
| least | <i>adj</i> | smallest in amount or degree |
| on fire | <i>expression</i> | in the process of burning / feeling very strong enthusiasm, love, etc |
| pricey | <i>adj</i> | costing a lot of money |
| sink | <i>v</i> | to go down below the surface of water |
| smoke | <i>n</i> | the cloud of black, gray, or white gases and dust that is produced by burning something |
| technology | <i>n</i> | the use of science in industry, engineering, etc |
| vacation | <i>n</i> | a period of time that a person spends away from home, school, or business usually in order to relax or travel |
| worst | <i>adj</i> | least appropriate, useful, or helpful |

Quiz - Level 2, Lesson 5 - Greatest Vacation

Listen. Circle the letter of the correct answer.

- | | |
|--|---|
| <p>1. What does the travel agent want to do?</p> <p>a. He wants to help Anna save money on a vacation. b. The agent wants to send Anna to another travel agency. c. He wants to sell Anna the most expensive vacation. d. The agent wants Anna to work at the travel agency.</p> | <p>3. What does the travel agent want Anna to do?</p> <p>a. He wants her help with fixing his computer. b. The agent wants her to stay and see some new vacation technology. c. He wants her to stop being afraid of animals. d. The agent wants her to give him better ideas for her vacation.</p> |
| <p>2. Which vacation has a higher price?</p> <p>a. The Deep Sea Adventure is more expensive than the Mountain Getaway. b. Both the The Mountain Getaway and the Deep Sea Adventure have the same cost. c. The Mountain Getaway is more expensive than the Deep Sea Adventure.</p> | <p>4. What does Anna like to do when she travels?</p> <p>a. Take a bike tour b. Go in a helicopter c. Ride horses d. Travel by train</p> |

Look at the map. Tell your partner what you associate with each continent. Write it in the box.



1. _____
2. _____
3. _____
4. _____
5. *I associate penguins and snow with Antarctica.*
6. _____
7. _____

I think of penguins with Antarctica

How about Africa?

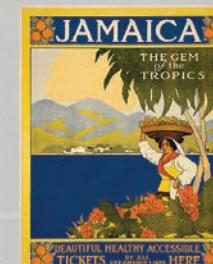
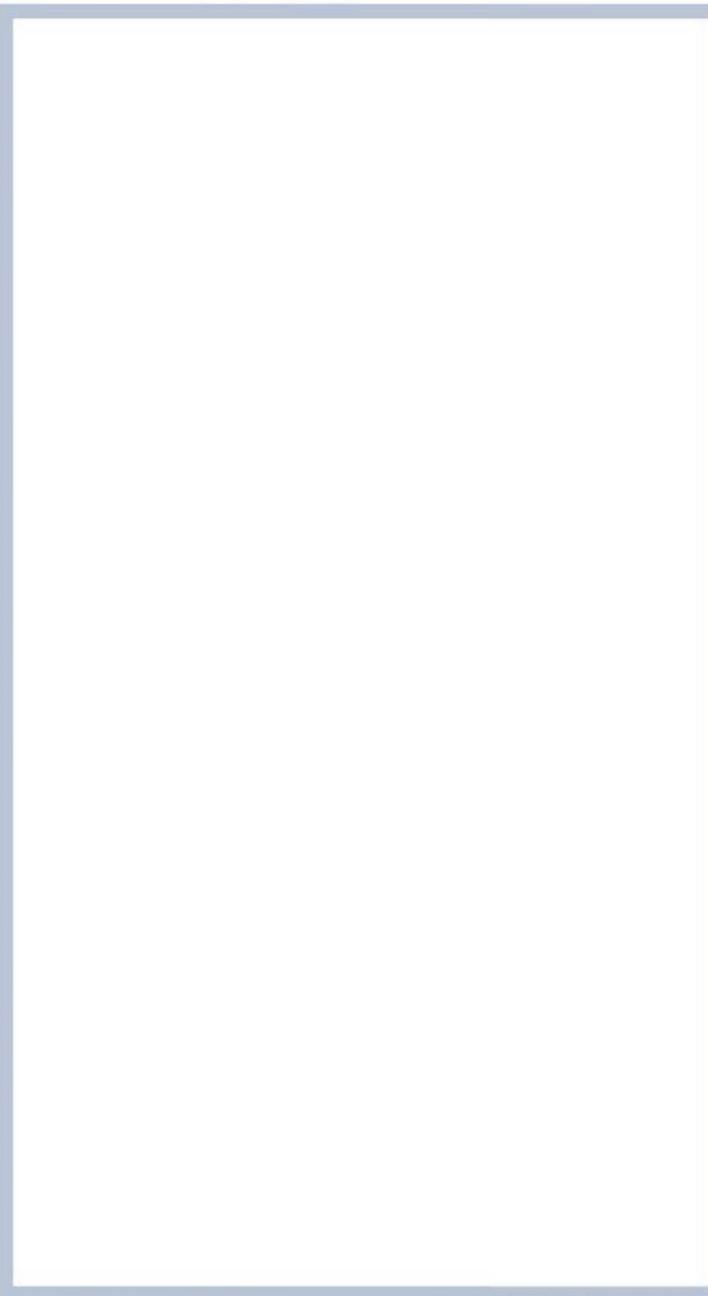
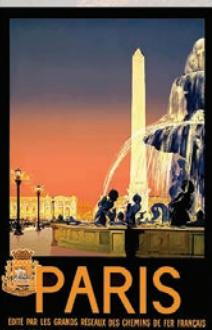
I associate lions with Africa.

Where do you want to travel?



STEP 2

Look at the old travel posters. See how they associate famous things with each place.
With your partner, choose a country or city you would both like to visit.
Make a travel poster about that place.
Show it to the class and tell about the things they can do there.





LEVEL 2 LESSON 6 WILL IT FLOAT?

VOA LEARNING ENGLISH

Topics

Sharing information

Prepare Before Class

Print copies of the student Activity Sheet

Learning Strategy

Access Information Sources

Goals

Prepositions of place

Day 1

Introduce the Lesson

Tell students, “In Lesson 6, Anna and her friend Penelope are taking a tour in Washington, DC. They learn interesting facts about the places they see. In this lesson, you will learn how to share information and use prepositions of place like inside, through and between.”

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.

For the prepositions of place, practice them with the activity found on page 2. Other classroom activities, such as giving instructions to a partner to place an object somewhere in the room, could be added. This Everyday Grammar story is also available on the topic:

Are You In, On or At? Prepositions that Tell of Time and Place <https://learningenglish.voanews.com/a/learn-prepositions-in-on-at/3073690.html>

Present the Conversation

Tell students that the video will show Anna and her friend, Penelope, taking a special tour of Washington, DC. 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.

| | |
|---------------------------|--|
| <i>Preposition Hunt</i> | In this lesson, you are going to hear lots of prepositions! What's a preposition, you ask? It's a word that shows relationships between things. Anna says they are going on a tour through the city and along the river. Through and along are both prepositions. Watch for more! |
| <i>Fun Fact</i> | I have a Fun Fact too! Did you know that the Washington Monument was damaged in an earthquake? Whoa. Did you feel that?! I heard: "around the city in a boat," "along this road" and "on the left." All of these are prepositions showing place. Let's watch for more places and prepositions! |
| <i>Preposition Review</i> | Did you hear any more prepositions of place? I heard "between us and the president" "inside the White House" and "in a house." And did you hear that the Duck Boat can go on the river? I don't believe it. Join us next time to find out which preposition we will use: The boat went ON the river or The boat went INTO the river? |

Preposition Activity

Choose six of the prepositions from the list below. Show an example of how to make a gesture that demonstrates one of the prepositions: "I am going to walk around the desk" (moving your arm in a circle above a desk).

Write the six prepositions on the board or ask students to write them in their notebooks. Ask students to pair with a classmate and take turns, each making three sentences with the prepositions. Then, ask a few student volunteers to read their sentences aloud. Encourage students to act out the preposition with a gesture as you did.

Prepositions

Here are the prepositions in this lesson:

| | | |
|--------|---------|-------|
| since | behind | to |
| about | by | near |
| across | for | of |
| ahead | from | on |
| around | in | until |
| over | like | with |
| at | through | |

Day 3

Learning Strategy

Explain, “The learning strategy for this lesson is Access Information Sources. When we are learning about something, we often have several choices for finding out the information we need. Sometimes we can read a book or look on the internet. At other times, we can ask a teacher, friend or classmate for information. No matter what the source is, you can then add the information to your own knowledge.”

Continue, “In this lesson, Penelope looks at a brochure to learn more about the tour boat. Then she learns more about Washington, D.C. when a young man tells her some ‘Fun Facts.’ How about you? How do you access information sources? When you are learning English, do you look for information in books, dictionaries or online? Are you able to ask teachers, friends or classmates to help you by sharing their knowledge of English?”

List some of the students’ answers on the board or a paper to keep on the wall of the classroom for future discussions of this strategy.

Activity

In this activity, students will practice sharing “Fun Facts.” Make copies of the activity sheets for your students. There are two different sets of pages. This is an “information gap” activity where one student has different information from another student.

Have the students line up across the room by one of the methods in the How-To guide, such as “Line up by how early you woke up this morning.” Encourage students to talk with each other in English to ask and answer the time they woke up and arrange themselves in the line. Bring one end of the line around to the other end to form two lines. Tell one line, “You are Student A.” Give them the two pages for Student A. Tell the other line, “You are Student B.” Give them the two pages for Student B. Ask students to hide the second page, the one with the answers, from their partner.

Explain that today the class will practice giving Fun Facts about Washington, D.C. like the boy in the video. “You will practice asking questions to get information from a classmate, and giving information in this activity.” Have two students demonstrate using the sample conversation.

Tell students, “You have the answers to your partners’ questions on your second page. But do not read those aloud. Look at the paper, then put it down. Look at your partner and tell them in your own words about your Fun Fact.”

Let students move to various places in the room together with their partners. Walk around and remind them of the strategy, Access Information Sources, and to put their answers in their own words rather than reading directly from the paper.

When students have finished, ask a few pairs to demonstrate the questions and answers they gave. Correct any pronunciation or factual errors that you notice.

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. Anna says to Penelope: "You are new to town. And a tour is the best way to see more of the city!"
The question is: Why are Anna and Penelope taking a tour today?
2. Anna says: It's the famous DC Ducks -- the boat with wheels! We will ride on the road and then sail on the water! Penelope is looking at a brochure about the boat. She says, "Hey, did you know that this bus ... um, boat was created during World War II to carry people and supplies?"
The question is: Why was the DC Duck Boat created?
3. *Read these sentences:*
 "Hey, the Washington Monument on the left!"
 "It would be so awesome to ride around the city in a boat!"
 "There are so many beautiful buildings along this road!"
The question is: Which of these sentences use prepositions?
4. The boy says: "Inside the White House there is a swimming pool, a movie theater and 32 bathrooms!"
The question is: What does the boy say is unusual about the White House?

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

Writing

Ask students to write their response to the prompt in the "Hamburger Paragraph" form taught in Lesson 2. Introduce the idea of connecting paragraphs about three different places with prepositions. For example,

*In the center of my town there is a clock tower...
 Across the river, you can see an old fort...
 At the foot of the mountain, there is a factory...*

Remind students that each paragraph should have the structure that was taught earlier.

Write this prompt on the board:

Imagine you are giving a tour of your hometown or your neighborhood. Tell about three places you want to show a visitor. What “Fun Facts” will you share about the places you show to the visitor?

If time allows, have students exchange their writing with another student and discuss the tours and fun facts.

Conversation

- Penelope: Anna, thanks for taking me on a tour of D.C. today.
- Anna: Sure thing, Penelope. You are new to town. And a tour is the best way to see more of the city!
- Penelope: So, which tour are we taking – the one that goes through the city on a bus? Or the one that goes along the river in a boat?
- Anna: Both!
- Penelope: What? Anna, this isn't going to be one of those trips, is it?
- Anna: No. Follow me.
- Anna: Well, Penelope, there's our ride!
- Penelope: What is it?
- Anna: It's the famous DC Ducks -- the boat with wheels! We will ride on the road and then sail on the water!
- Penelope: Who thinks of these things?
- Anna: I don't know. But I'm glad they do! Let's get aboard, Sailor!
- Penelope: (looking at a brochure about the boat) Hey, did you know that this bus ... um, boat was created during World War II to carry people and supplies?
- Anna: Wow. You know, a tour is so much more interesting with Fun Facts, like that one.
- Penelope: I agree. I love Fun Facts!
- Boy: Did I hear you say you love Fun Facts?
- A & P: Yeah.
- Boy: Well, I have tons of Fun Facts for this tour!
- A & P: Great!
- Anna: Penelope, where are his parents?
- Penelope: Maybe - maybe he's the Captain's son and he helps his dad on tours!
- Anna: Oh yeah! It would be so awesome to ride around the city in a boat all day with your dad!
- Penelope: This is amazing, Anna. There are so many beautiful buildings along this road!

Anna: Hey, the Washington Monument is on the left!

Penelope: Look, Anna, we're across from the White House!

Anna: Penelope, the only thing between us and the President is the street ... and a park
... and a security gate and police officers ... with guns.

Boy: Excuse me, do you want to know a Fun Fact about the White House?

A & P: Yes!

Boy: Inside the White House there is a swimming pool, a movie theater and 32
bathrooms!

Penelope: Thirty-two bathrooms! That's a lot of bathrooms!

Boy: I'd be happy with two. I live in a house with my mom, four sisters, two aunts and
only one bathroom!

Penelope: Oh my! You know, Anna, we should give him a tip!

Anna: Of course! It is polite to tip your tour guide! Luckily, I have lots of dollar bills!

Penelope: That was a great Fun Fact! Here you go!

Boy: Thank you! I can tell you Fun Facts all day!

Key Words

| | | |
|---------------|------|--|
| aboard | prep | on or into (a train, ship, etc) |
| across | prep | on the other side of (something) |
| along | prep | in a line matching the length or direction of (something) |
| around | prep | over or in different parts of (a place) |
| between | prep | in the space that separates (two things or people) |
| captain | n | a person who is in charge of a ship or an airplane |
| carry | v | to move (something) while holding and supporting it |
| inside | prep | an inner part of something (such as a building or machine) |
| pool | n | (swimming pool) a large structure that is filled with water and that is used for swimming |
| relationship | n | the way in which two or more people or things are connected |
| security gate | n | a place where people are checked to make sure they are not carrying weapons or other illegal materials |
| through | prep | used to describe movement within a place or an area of land, air, etc |
| tip | n | an extra amount of money that you give to someone (such as a waitress or waiter) who performs a service for you |
| | v | to give an extra amount of money to someone who performs a service for you |
| tour | n | an activity in which you go through a place (such as a building or city) in order to see and learn about the different parts of it |
| wheel | n | one of the round parts underneath a car, wagon, etc |

Quiz - Level 2, Lesson 6 - Will it Float?

Listen. Circle the letter of the correct answer.

1. Why are Anna and Penelope taking a tour today?

- a. Penelope is leaving town on a boat.
- c. Anna is visiting the city for the first time.
- d. Penelope is new to the city and a tour is the best way to see it.
- e. Anna is leaving Washington, D.C. on one of her trips.

3. Which of these sentences use prepositions?

- a. "Hey, the Washington Monument on the left!"
- b. "It would be so awesome to ride around the city in a boat!"
- c. "There are so many beautiful buildings along this road!"
- d. All of these sentences use prepositions.

2. Why was the DC Duck Boat created?

- a. To carry people and supplies during World War II.
- b. To give interesting tours with fun facts.
- c. To bring visitors to Washington from across the river.
- d. To be the first boat that flies through the air.

4. What does the boy say is unusual about the White House?

- a. There is an outdoor pool.
- b. He has two aunts who live there.
- c. It has thirty-two bathrooms.
- d. There are police officers at its gate.

Choose a question about Washington, DC. Ask your partner. Listen to their answer. Write a short answer in the box below. Take turns asking and answering questions.

Fun Facts
About
D.C.

Is D.C.
a state?

Really,
why?



No. It is
not.

It is not part of
any state. U.S. Congress
controls the local
government.



What is an unusual pet
that lived at the White
House?

What is the tallest thing
in Washington D.C.?

How can the members
of Congress take a
bath at work?

How do you know the
people in D.C. are well-
educated?

STEP 2

What did you learn? Write a short answer for your questions.

1. _____
2. _____
3. _____
4. _____

Listen to your partner's questions about Washington, DC.
Answer from your notes. Ask one of your questions.
Listen to their answer. Write a short answer in the box below.

Fun Facts
About
D.C.

Is D.C.
a state?

Really,
why?



No. It is
not.

It is not part of
any state. U.S. Congress
controls the local
government.

How do many people
in D.C. get to work?

Who or what was the
“District of Columbia”
named after?

Why does Washington
D.C. look different
from other cities?

How did President
Wilson cut the grass
around the
White House?

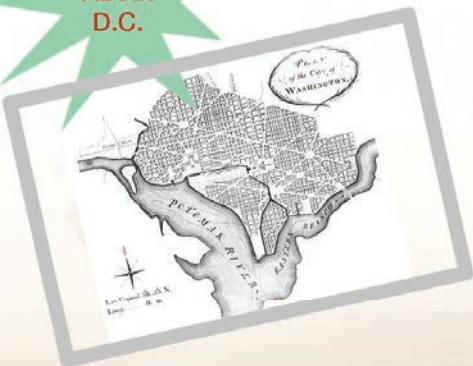
STEP 2

What did you learn? Write a short answer for your questions.

1. _____
2. _____
3. _____
4. _____

Listen to your partner's questions about Washington, D.C. See if you can find the answer in your notes. Tell your partner the information in your own words.

Fun Facts
About
D.C.



Washington, D.C. was planned before it was built. Pierre L'Enfant drew a plan for the city that said where all the streets, parks, and important buildings would be. Unlike most U.S. cities, D.C. has many roundabouts or traffic circles.

"Columbia" was an early name people used for the group of thirteen colonies that became the United States. The name came from Christopher Columbus, an Italian who sailed to North America.



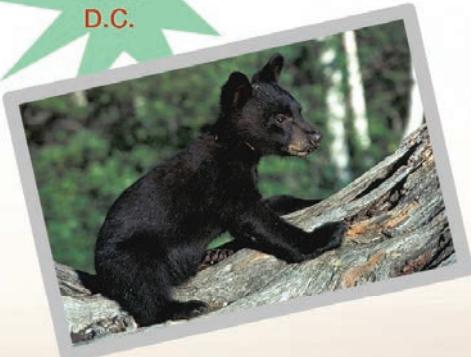
Thirty-seven percent of Washington-area commuters take public transportation to work, the second-highest rate in the country. D.C.'s Metro Rail opened in 1976.

During World War I Woodrow Wilson bought some sheep to eat the grass around the White House. No one needed to cut the grass, and they sold the wool (hair of the sheep) to raise money for the Red Cross.



Listen to your partner's questions about Washington, D.C. See if you can find the answer in your notes. Tell your partner the information in your own words.

Fun Facts
About
D.C.



Theodore Roosevelt's six children brought their pets to the White House in 1901. As well as many dogs they had a small bear, a lizard, guinea pigs, a pig, a badger, a blue macaw, a garter snake, a one-legged rooster, a hyena, a barn owl, a rabbit, a pony and a hen.

When the Washington Monument opened in 1884 it was the tallest structure in the world, until the Eiffel Tower in Paris opened in 1889. A law says that no building in D.C. can be higher than 40 meters. The Washington monument is 169 meters.



Fifty-five percent of Washington, D.C. residents hold a four-year college degree or higher (compared to 30 percent of the U.S. population).

There's a bathtub in the basement of the U.S. Capitol! Four tubs were installed in 1859 when most senators lived in houses that had no running water so they bathed at work. One of these tubs can still be seen today.





LEVEL 2 LESSON 7 TIP YOUR TOUR GUIDE



| | |
|---|--|
| Topics | Prepare Before Class |
| Describing a place Asking for & giving recommendations | Print copies of the student Activity Sheet Bring scissors or ask students to use their scissors to cut the small pictures from the Activity Sheet |
| Learning Strategy | Goals |
| Use Background Knowledge | Prepositions |

Day 1

Introduce the Lesson

Tell students, “In Lesson 7, Anna and her friend Penelope are continuing their tour of Washington, D.C. They learn interesting facts about the places they see. In this lesson, you will learn how to use what you know and learn how to use more prepositions of place.”

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.

For the prepositions in this lesson, practice singing them using the list in the Professor Bot section on the next page. Other classroom activities can be added to give more practice with using these prepositions.

Present the Conversation

Tell students that the video will show Anna and her friend, Penelope, taking a special tour of Washington, D.C. 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.

Preposition Hunt Welcome back! Anna and Penelope are taking a tour with D.C. Ducks. In this lesson, we are looking for prepositions. Listen for in, on, at, under and over - some important prepositions of place.

Preposition Review That young man is making a lot of money, too. Did you hear these prepositions? On your left, on our right, in the river, over bridges, over our heads, over my head, on a bridge. As you watch more, look for 'inside' and 'outside.'

Comment I learned many new Fun Facts in this lesson. Did you learn about prepositions? Here's a list of all the prepositions used in this lesson. Wow! That's a lot! I know, let's not read them. Let's sing them! Hit it, boys! Take it away singers!

| | | |
|--------|---------|-------|
| since | behind | to |
| about | by | near |
| across | for | of |
| ahead | from | on |
| around | in | until |
| over | like | with |
| at | through | |

If your class is willing to sing, have them sing the prepositions with the video or with you.

Learning Strategy

Explain: “The learning strategy for this lesson is Use Background Knowledge. That means you can make connections to things you already know to help you learn new things. For example, you can use what you know about ducks to guess the meaning of the word duck boat. You know that ducks go into the water and they also walk around out of the water. So you can imagine that a duckboat is one that can drive both in and out of the water.”

Continue: “In this lesson, the young man tells Anna and Penelope interesting facts about the famous places they see. Penelope uses her background knowledge to respond to this new information.” Remind students of this part of the conversation:

Boy: Inside the White House there is a swimming pool, a movie theater and 32 bathrooms!

Penelope: Thirty-two bathrooms! That’s a lot of bathrooms!

Tell students: “Penelope already knows that most houses do not have so many bathrooms. She is surprised by the number that the boy tells her, but she is probably going to believe and remember this because it is connected to her background knowledge. She knows that the White House has both living areas and office space, so a large number of people work and live there. As the boy shares ‘Fun Facts’ about famous places, Penelope and Anna enjoy their tour and they learn more about the city.”

Ask students: “How about you? How do you use background knowledge while you are studying English?”

List some of the students’ answers on the board or a paper to keep on the wall of the classroom for future discussions of this strategy.

Activity

In this activity, students will practice using their background knowledge and use the prepositions learned in this lesson to describe locations. Print both pages of the activity sheet to give to each student. Instruct students to sit with a partner and follow these steps.

“In Step 1, use some of the prepositions in the box to make sentences about the things you see in the picture.” Read the example aloud: “The radio reporters are working ~~at~~ a big desk.” Stress the word AT and point out that it is crossed out in the box.

After students have written their sentences, ask them to share them with their partner.

"Compare your sentences with your partner's sentences. Did you use the same prepositions?" Ask a few students to share their sentences and point out the prepositions they used.

Then ask students to do Step 2: "Cut or tear two of the pictures from the bottom of the page to use on the next part." If students cannot cut their papers, ask them to choose two images to draw in the next part of the activity.

Ask students to begin Step 3: "Now sit with your partner. Find out which two pictures they chose. Tell them where to put the pictures on the picture of the two young men. Use some of the prepositions from the box. Then check: Did your partner put them in the right places?"

Have two students demonstrate the conversation on the page if you feel the class needs an example.

Student A: I have a sleeping cat and a soccer ball.

Student B: Put the cat between the desk and the chair.

Put the ball behind the desk on the left.

Student B: Ok. See my paper?

Student A: Yes, that's right.

After students have completed Step 3, ask a few pairs to tell where they placed their two objects.

If you have an overhead projector in your classroom, show the picture on the board and ask several students to point to the places where their partner asked them to put the cat or the ball.

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. The boy says, “You’re going to love my Lincoln Memorial Fun Fact! On a wall inside the memorial, the word “FUTURE” was carved wrong! They carved “EUTURE”!”
The question is: What does the boy say is wrong with the Lincoln Memorial?
2. Penelope says, “Anna, look! An airplane is flying right over our heads! Then Anna: says, “Wow! This is the closest I’ve ever been to an airplane in flight. Well, I’ve been inside a flying airplane. But not outside of an airplane as it flies over my head!”
The question is: Why does Anna think this part of the tour is exciting?
3. The boy says, “There are tunnels under the Capitol. They connect the Capitol and office buildings of lawmakers.” Then Anna says, “I bet they built them years ago for secret reasons!” The boy answers, “No. The lawmakers did not want to walk around outside in bad weather.”
The question is: What reason does the boy give for the tunnels below the Capitol?
4. The boy says: “Well, I’ve gotta run! Then Anna says, “Thanks for giving us the great tour!” After, Anna tells the Captain, “That was awesome! And your son is a great tour guide!” The Captain asks her, “What son? I’ve never seen that boy in my life!”
The question is: What do Anna and Penelope learn at the end of their tour?

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

Writing

Ask students to write their answer to this question in the “Hamburger Paragraph” form taught in Lesson 2. Students may write more than one paragraph if they have many details to share. Remind students that each paragraph should have the structure that was taught earlier.

Imagine you visited Washington, D.C. How did you travel to the city? What did you see there? Who traveled with you? How many days did you stay? Write an exciting story about your trip to Washington, D.C. You can imagine anything you want!

If time allows, have students exchange their writing with another student and discuss each others’ stories.

Conversation

- Penelope: Anna, thanks for taking me on a tour of D.C. today.
- Anna: Sure thing, Penelope. You are new to town. And a tour is the best way to see more of the city!
- Penelope: So, which tour are we taking – the one that goes through the city on a bus? Or the one that goes along the river in a boat?
- Anna: Both!
- Penelope: What? Anna, this isn't going to be one of those trips, is it?
- Anna: No. Follow me.
- Anna: Well, Penelope, there's our ride!
- Penelope: What is it?
- Anna: It's the famous DC Ducks -- the boat with wheels! We will ride on the road and then sail on the water!
- Penelope: Who thinks of these things?
- Anna: I don't know. But I'm glad they do! Let's get aboard, Sailor!
- Penelope: (looking at a brochure about the boat) Hey, did you know that this bus ... um, boat was created during World War II to carry people and supplies?
- Anna: Wow. You know, a tour is so much more interesting with Fun Facts, like that one.
- Penelope: I agree. I love Fun Facts!
- Boy: Did I hear you say you love Fun Facts?
- A & P: Yeah.
- Boy: Well, I have tons of Fun Facts for this tour!
- A & P: Great!
- Anna: Penelope, where are his parents?
- Penelope: Maybe - maybe he's the Captain's son and he helps his dad on tours!
- Anna: Oh yeah! It would be so awesome to ride around the city in a boat all day with your dad!
- Penelope: This is amazing, Anna. There are so many beautiful buildings along this road!

Anna: Hey, the Washington Monument is on the left!

Penelope: Look, Anna, we're across from the White House!

Anna: Penelope, the only thing between us and the President is the street ... and a park
... and a security gate and police officers ... with guns.

Boy: Excuse me, do you want to know a Fun Fact about the White House?

A & P: Yes!

Boy: Inside the White House there is a swimming pool, a movie theater and 32 bathrooms!

Penelope: Thirty-two bathrooms! That's a lot of bathrooms!

Boy: I'd be happy with two. I live in a house with my mom, four sisters, two aunts and only one bathroom!

Penelope: Oh my! You know, Anna, we should give him a tip!

Anna: Of course! It is polite to tip your tour guide! Luckily, I have lots of dollar bills!

Penelope: That was a great Fun Fact! Here you go!

Boy: Thank you! I can tell you Fun Facts all day!

Key Words

| | | |
|---------------|-----|---|
| carve | v | to make (something, such as a sculpture or design) by cutting off pieces of the material it is made of |
| creepy | adj | strange, scary or causing people to feel nervous and afraid |
| funeral home | n | a place where dead people are prepared for burial or cremation and where wakes and funerals are held |
| security gate | n | the area in a place (such as an airport or building) where people are checked to make sure they are not carrying weapons or other illegal materials |
| stone | n | a hard substance that comes from the ground and is used for building or carving |
| tunnel | n | a passage that goes under the ground or through a hill |

Prepositions

| | | |
|---------------|------|---|
| aboard | prep | on or into (a vehicle like a train or ship) |
| about | prep | used to indicate the object of a thought, feeling, or action |
| across | prep | from one side to the other side of (something) |
| around | prep | on all sides of (something or someone) |
| at | prep | used to indicate the place where someone or something is |
| behind | prep | in or to a place at the back of or to the rear of (someone or something) |
| by | prep | close to or next to (something or someone) |
| for | prep | used to indicate the thing that something is meant to be used with |
| from | prep | used to indicate the starting point of a physical movement or action |
| in (inside) | prep | used to indicate location or position within something |
| out (outside) | prep | used to indicate that a person or animal is moving from the inside of a building, room, etc |

| | | |
|---------|-------------|---|
| like | <i>prep</i> | similar to (something or someone) |
| near | <i>prep</i> | close to (something or someone) |
| of | <i>prep</i> | belonging to, relating to, or connected with (someone or something) |
| on | <i>prep</i> | touching and being supported by the top surface of (something) |
| over | <i>prep</i> | from, to, or at a place that is higher than (someone or something) |
| through | <i>prep</i> | into one side and out the other side of (something) |
| to | <i>prep</i> | used to indicate the place, person, or thing that someone or something moves toward |
| until | <i>prep</i> | up to (a particular time) — used to indicate the time when a particular situation, activity, or period ends |
| with | <i>prep</i> | used to say that people or things are together in one place |

Quiz - Level 2, Lesson 7 - Tip Your Tour Guide

Listen. Circle the letter of the correct answer.

- | | |
|--|---|
| <p>1. What does the boy say is wrong with the Lincoln Memorial?</p> <p>a. There is a word carved in stone that has the wrong spelling. b. The men who built the memorial made the inside walls from stone. c. The boy carved something in stone into the memorial wall. d. The memorial was not supposed to be built from stone.</p> | <p>3. What reason does the boy give for the tunnels below the Capitol?</p> <p>a. To keep lawmakers' offices secret b. So lawmakers can stay out of the public. c. To protect lawmakers from bad weather d. To store all of the lawmakers' papers</p> |
| <p>2. Why does Anna think this part of the tour is exciting?</p> <p>a. Anna likes to ride along the railroad tracks. b. She has never been inside of an airplane. c. Anna has never visited the U.S. Treasury. d. She sees an airplane flying close above her.</p> | <p>4. What do Anna and Penelope learn at the end of their tour?</p> <p>a. There is a funeral home operating today in Union Station. b. The boy telling them Fun Facts is not the Captain's son. c. The Captain will take them on another tour. d. The boy was really the Captain's son.</p> |



Look at the picture. Use your background knowledge to make sentences about the picture with the prepositions in the box. Here are some words you can use: clock, picture, light, plant, computer, door, wall, chair, microphone and headset.

across behind with through
over on ~~at~~ about
near around from to



The radio reporters are working at a big desk.

1. _____
2. _____
3. _____
4. _____
5. _____

Cut out two shapes below to use on the next page.



STEP 3

Sit with a partner. Ask, "What did you cut out?" Tell your partner where to put the small pictures on the bigger picture. Use a preposition from the box. Then look. Is the picture in the right place? Take turns giving instructions.



across behind inside over on with
around between by through near to





LEVEL 2 LESSON 8 THE BEST BARBECUE



Topics

Asking for and giving reasons
U.S. culture & cuisine

Prepare Before Class

Print copies of the student Activity Sheet
Print enough copies of the Name Three cards for half the students in your class

Bring food samples from vocabulary list and toothpicks or small spoons or forks

Learning Strategy

Ask Questions

Goals

Passive voice

Day 1

Introduce the Lesson

Begin by saying, “In Lesson 8, Anna goes to a barbecue festival. In this lesson, you will learn about the strategy of asking questions and how to make a passive sentence.”

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.

For the food words, carry out a new word-learning experience, if you can, by bringing samples to the class of a spice, tomato, vinegar, molasses or a spicy sauce. Have food samples on individual spoons or toothpicks. Ask several students to volunteer to come to the front of the class.

Tell the volunteer students: “You will taste a food. How does it taste? Use some of the new words to describe the taste.” If more taste vocabulary is needed, write it on the board and have students repeat.

Present the Conversation

Tell students that the video will show Anna at a barbecue battle in Washington, D.C. Say, “She learns that there are secret ingredients in the sauces. And people are loyal to their favorite kind of barbecue.” 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.

| | |
|-------------------------------|--|
| Passive Sentences Hunt | <p>Hi English learners! Your lesson today is about my favorite food -- barbecue! Your assignment is to find passive sentences. What are those, you might ask? In passive sentences the subject receives the action! For example, “Anna was sent to cover a food festival.” Passive sentences have a form of the BE verb + the past participle of the main verb. This lesson is LOADED with passive sentences. Hey! That’s a passive sentence, too!</p> <p>Okay, now, it’s Barbecue Time!</p> |
| Passive Review | <p>How many passive sentences did you find? Here is one I found:</p> <p>Today, a Barbecue Battle is being held on the National Mall in Washington, D.C.</p> <p>Now you try. Turn this sentence from passive to active.</p> <p>Barbecue is loved by Prof. Bot.</p> <p>Professor Bot loves Barbecue!</p> <p>Good job! And yes, I do.</p> |
| Final Comment | <p>Oh my. Kelly knows a lot about barbecue! And you know more about passive sentences! Be sure you go to the website to learn even more! Ah! Now, if you’ll excuse me ... I’m hungry</p> |

Passive Voice Activity

Write one of the sentences from the conversation on the board. For example:

Sauces are made by the barbecue chefs themselves.

Ask students, “Who is performing the action in this passive sentence?” (Answer: the

barbecue chefs.) Continue, “In passive sentences, the person or thing receiving the action of the verb is the subject of the sentence. And the person or thing doing the action is sometimes included near the end of the sentence.” Ask students to tell you what the sentence would be in the “active” voice, or where the person doing the action comes before the verb. Write that on the board:

The barbecue chefs make the sauces themselves.

Explain that the passive voice is used when we want to focus on the receiver of the action or when the actor is unknown. Tell students they will practice making passive sentences in this activity.

Print enough copies of the Name Three cards for half the students in your class. Have the students cut out the cards and place them between themselves and their partner.

Demonstrate with a student using an example from the classroom, such as “Name three things that are on the teacher’s desk.” Ask students to form pairs. They should take turns drawing a card and asking their partner to name three things - using the passive voice.

After giving students time to work through their cards, ask if there are any remaining questions. If time allows, have students make up several questions for themselves, perhaps related to the classroom or a topic they have been studying, such as “Name three things you can see from the window,” or “Name three historical figures from our country.”

Day 3

Learning Strategy

Explain, “The learning strategy for this lesson is Ask Questions. One of the best ways to learn is to ask many questions.”

Continue, “In this lesson, Anna asks the barbecue chefs questions like, ‘Where does the best barbecue come from?’ and ‘What is the secret ingredient in your sauce?’ She gets many opinions on the best barbecue, but she never learns about the secret ingredients in the sauces. How about you? How often do you ask questions as you study English? When you are learning English, who do you ask for help - teachers, friends or classmates?”

List some of the students’ answers on the board or a paper to keep on the wall of the classroom for future discussions of this strategy. Tell students they will ask questions when they do the activity for this lesson.

Activity

In this activity, students will practice asking questions and using the passive voice. Give each student a copy of the Activity Sheet. Have two students demonstrate the activity using the sample conversation. Or ask about a simple food that is common in the place where you teach, such as “How is falafel made?”

Ask the students to take turns asking and answering questions about the four kinds of food pictured on the Activity Sheet. Give students pronunciation tips on the food names if needed.

When students have finished talking about these foods, ask them to think of a question about a local food. After students have practiced this, they will practice the same structure by writing about how a food is made. (See the Writing section of this lesson.)

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. Anna says: Today, a Barbecue Battle is being held in Washington, D.C. This festival, which is known as one of the biggest food festivals in the United States, brings together barbecue lovers from all over the country! Barbecue is meat that is cooked over an open fire or on a grill. Chicken, pork and beef are all common meats to grill on a barbecue!

The question is: Why are Anna and Penelope taking a tour today?

2. Read these four sentences:
 - a. Sauces are made by the barbecue chefs themselves.
 - b. What is the secret ingredient in your barbecue sauce?
 - c. No matter which meat you like to barbecue, the sauce is very important!
 - d. So, can you tell us what is in your barbecue sauce?

The question is: Which of these sentences is in the passive voice?

3. Anna says, “There are some areas of the U.S. that are known for their tasty barbecue.

The states of Texas, North and South Carolina and the cities of Memphis and Kansas City are known as the Barbecue Belt. People who are loyal to barbecue are really loyal to their favorite barbecue. That is why this festival is called a battle! Let's ask a couple of people which barbecue is best."

The question is: What are the people fighting about?

4. Kelly says, "I am from Kansas City and we have THE best barbecue in the whole country. My mother and father owned a barbecue restaurant, which was really famous! So, I know barbecue! Anna, I know barbecue! I know barbecue! I know barbecue!"

The question is: How does Kelly know about the "best barbecue" in the country?

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

Writing

This writing activity may be done individually or in small groups. Some students may not know how to cook, so they could get together with fellow students who are more familiar with how to cook something.

Brainstorm some of the well-known foods of the area where your students live and suggest some they can write about. If there are no well-known foods from the region, suggest they write about a favorite family recipe. Ask if their family has any 'secret ingredient' they add to the recipe.

Ask students in groups to have one member write their answer to the question below using a "Hamburger Paragraph" form as taught earlier. Write some of the words or phrases you think they may need on the board, such as terms for cooking or baking. Give examples of using the passive voice to describe the process of making food: "First, the butter is melted. Then the eggs are fried in a hot pan..."

Here is the writing prompt:

What food is your town or city known for? How is it made?

If time allows, have one member of the group share their instructions by reading aloud what another group member has written. Or if the writing is done individually, students may exchange their writing with another student and discuss the foods that they have described.

This writing project would be a good one to combine with illustrations made by the students or cut from magazines or printed from the internet. The finished works can be put on the classroom walls and serve as future reminders of the use of the passive voice.

Conversation

- Anna: Thanks for meeting me.
- Kelly: Sure.
- Anna: I'd like to get your advice on my latest project.
- Kelly: Of course. I heard you were sent to cover a big food festival that has all kinds of barbecue. So, how did it go?
- Anna: Well, things started out great! But then, well, maybe you should watch it yourself.
- Anna: Today, a Barbecue Battle is being held in Washington, D.C. This festival, which is known as one of the biggest food festivals in the United States, brings together barbecue lovers from all over the country! Barbecue is meat that is cooked over an open fire or on a grill.
- Chicken, pork and beef are all common meats to grill on a barbecue! No matter which meat you like to barbecue, the sauce is very important. Sauces are taken very seriously by chefs. Most ingredients are kept secret!
- So, can you tell us what is in your barbecue sauce?
- Chef 1: No, I can't tell you.
- Anna: So, tell us, what is the secret ingredient in your barbecue sauce?
- Chef 2: (says nothing.)
- Anna: Sauces are made by the barbecue chefs themselves. Most sauces are made with a tomato sauce, vinegar, and spices.
- Anna: There are some areas of the U.S. that are known for their tasty barbecue. The states of Texas, North and South Carolina and the cities of Memphis and Kansas City are known as the Barbecue Belt. People who are loyal to barbecue are really loyal to their favorite barbecue. That is why this festival is called a battle! Let's ask a couple of people which barbecue is best.
- Person 1: Texas, of course!
- Person 2: Carolina barbecue is the very best.
- Person 3: Kansas City!
- Person 4: Memphis style!
- Person 3: Kansas City!
- Person 5: Texas!

Person 3: Kansas!

Person 5: Texas!

Person 3: Kansas!

Person 5: Texas!

Person 3: I say Kansas.

Person 5: Texas!

Person 3: She keeps saying Texas, I say Kansas.

Anna: This is Anna Matteo reporting.

Back at the office:

Anna: Kelly, people feel so strongly about barbecue. Unbelievable! So, what do you think of my project?

Kelly: This is what I think. There is no way that Texas has the best barbecue. I am from Kansas City and we have THE best barbecue in the whole country. My mother and father owned a barbecue restaurant, which was really famous! So, I know barbecue! Anna, I know barbecue! I know barbecue! I know barbecue!

Key Words

| | | |
|-------------|------------|--|
| barbecue | <i>n</i> | a flat metal frame that is used to cook food over hot coals or an open fire |
| barbecue | <i>v</i> | to cook (food) on a barbecue or to broil or roast (meat, fish, and so on) over hot coals or an open fire |
| battle | <i>n</i> | a fight between people or groups in which each side tries to win a contest (such as a game or an election) |
| brown sugar | <i>n</i> | a type of sugar that is brown because it contains a dark syrup (called molasses) |
| chef | <i>n</i> | a professional cook who usually is in charge of a kitchen in a restaurant |
| grill | <i>n</i> | a metal frame that is used to cook food over hot coals or an open fire |
| | <i>v</i> | to cook (food) on a metal frame over fire |
| loyal | <i>adj</i> | having or showing complete and constant support for someone or something |
| molasses | <i>n</i> | a thick, brown, sweet liquid that is made from raw sugar |
| sauce | <i>n</i> | a thick liquid that is eaten with or on food to add flavor to it |
| spice | <i>n</i> | a substance (such as pepper or nutmeg) that is used in cooking to add flavor to food and that comes from a dried plant and is usually a powder or seed |
| spicy | <i>adj</i> | (of food) flavored with or containing strong spices and especially ones that cause a burning feeling in your mouth |
| sweet | <i>adj</i> | containing a lot of sugar |
| tasty | <i>adj</i> | having a good flavor |
| tomato | <i>n</i> | a round, soft, red fruit that is eaten raw or cooked and that is often used in salads, sandwiches and sauces |
| vinegar | <i>n</i> | a sour liquid that is used to flavor or preserve foods or to clean things |

Quiz - Level 2, Lesson 8 - The Best Barbecue

Listen. Circle the letter of the correct answer.

- | | |
|--|---|
| <p>1. What is Anna telling us about in this report?</p> <p>a. She is going to cook meat on a grill. b. Anna wants to travel around the country. c. She is visiting a barbecue festival in D.C. d. Anna is learning to cook meats of all kinds.</p> | <p>3. What are the people fighting about?</p> <p>a. Whether there is a Barbecue Belt in the United States. b. Which place in the Barbecue Belt has the best barbecue. c. Who is the most loyal to the Barbecue Belt. d. Where the next barbecue battle will be.</p> |
| <p>2. Which of these sentences is in the passive voice?</p> <p>a. Sauces are made by the barbecue chefs themselves. b. What is the secret ingredient in your barbecue sauce? c. No matter which meat you like to barbecue, the sauce is very important! d. So, can you tell us what is in your barbecue sauce?</p> | <p>4. How does Kelly know about the “best barbecue” in the country?</p> <p>a. Kelly is a barbecue chef from Texas. b. She has traveled to all of the famous barbecue restaurants. c. Kelly’s parents owned a barbecue restaurant in Kansas City. d. She lived in North Carolina as a child.</p> |



| | | |
|--|---|---|
| 1. Name three books that _____ (make) into films. | 2. Name three things that _____ (use) by artists. | 3. Name three things that _____ (invent) in the last 25 years. |
| X 4. Name three programs that _____ (install) on your computer. | 5. Name three sports that _____ (play) in teams. | 6. Name three things that cannot _____ (do) alone. |
| 7. Name three animals that _____ (find) in Africa. | 8. Name three things that _____ (produce) in your country. | 9. Name three languages that _____ (speak) in Europe. |
| 10. Name three popular TV shows that _____ (watch) in your country. | 11. Name three famous buildings that _____ (build) more than 1000 years ago. | 12. Name three national dishes that _____ (eat) in your country. |
| 13. Name three singers who _____ (born) in the UK. | 14. Name three things that _____ (make) of leather. | 15. Name three films that _____ (show) in the cinema this year. |

STEP 1

Choose a food. Ask your partner:

How is ___ made?

Use the list of ingredients to answer.



How are dumplings made?



They are made with a flour wrapper that is wrapped around meat or vegetables.

Sample:

Meat, vegetables, flour wrappers; wrap flour wrappers around the meat or vegetable filling

Sushi



Rice, meat, vegetables; wrap in a flat piece of seaweed

Pizza



Flat bread dough, tomato sauce, cheese; bake in a hot oven

Ramen



Noodles, cabbage, seafood; cook in a soup broth

Taco



Salsa, lettuce, tomato, meat; wrap in a flour or corn tortilla

STEP 2

Ask about a local food you enjoy.

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LEVEL 2 LESSON 9 PETS ARE FAMILY TOO!



Topics

Tag questions
Pets
State fairs

Prepare Before Class

Print copies of the student Activity Sheet.
Print copies of the Pets handout or prepare to show it on a shared screen.
Print copies of the Tag Questions worksheet.

Learning Strategy

Cooperate

Goals

Use past modals: could have, may have, must have

Day 1

Introduce the Lesson

Ask the class, “Have you or someone you know ever had a pet? Tell us about it. And what did you like or dislike about it?” Take responses from a few volunteers. Explain that “In Lesson 9, Anna goes to the D.C. State Fair and wins first place in a pet contest even though she doesn’t have a pet. In this lesson, you will learn about the strategy Cooperate and how to use past modals.”

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.

As the topic of this lesson is pets, ask students to name as many words related to pets as they can think of. Include verbs like adopt, rescue, feed, care for, walk, pet, call and so on. Write the words on the board and practice the pronunciation of any that may cause difficulty for your students.

If students are unfamiliar with English names of common pets, use the sheet in the Resources section with pictures and names of the pets.

Present the Conversation

Tell students that the video will show Anna and Ashley in a park with a dog. 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.

Tag Question Hunt A pet is an animal that lives with you. People love their pets. Ashley said, “You don’t have a pet, do you?” She used a tag question, a small question at the end of a sentence. Let’s look for more of them!

Tag Question Review Anna’s rock is cute, isn’t it? Oh, there is another tag question! You found some more, didn’t you?

Final Comment You haven’t met my dog, have you?

Tag Question Explanation

Write one of the sentences from the conversation on the board. For example: “You haven’t met my dog, have you?”

Explain, “This is called a ‘tag question.’ In spoken English, we use tag questions to check that the information we have is correct or to get a response from the listener. Today we will practice making this kind of question.”

If your students speak a language that uses a similar structure, that is, asking a short question at the end of a statement, such as “She is Italian, yes?” or, “You speak English, no?” point out that in English, a question tag uses the helping verb *do*, *have* or *be* and a pronoun. The pronoun matches the subject of the statement.

Circle the first part of the sentence, that is, “You haven’t met my dog” and tell students, “This is a statement.” Then circle the second part, that is, “have you?” And tell students,

"This is the question tag. When we put the question tag together with a statement, we call it a tag question."

Underline the word "You" in the statement or write it in another color. Underline the word "you" in the question tag:

You haven't met my dog, have you?

Tell students, "Notice that the subject of the statement matches the pronoun in the question tag. Both are 'you.' Another thing to notice is that when the statement is negative, the tag is positive. When the statement is positive, the tag is negative."

On the board, highlight the words "haven't met" and 'have you?' to show this point.

You haven't met my dog, have you?

"Let's look at another example. Muhammad [or insert student name] speaks English well. When I changed it to it to a tag question, it becomes:

Muhammad speaks English well, doesn't he?

The subject is Muhammad, so the pronoun we use in the question tag is 'he.'

For more practice, give students the Tag Questions worksheet in the Resources section.

Day 3

Learning Strategy

Explain, "The learning strategy for this lesson is Cooperate. When we are learning anything, we can cooperate, or work together, with others who help us learn."

Continue, "Anna wants to get a pet dog. Ashley wants Anna to learn about the responsibility of being a pet owner. She says, 'You may want to spend time with a dog first.' Then, Ashley cooperates with Anna by letting her take care of Dublin for a short time. Ashley hopes that Anna will learn about taking care of a dog before she gets her own dog."

Give an example from your own experience such as "When I was young, my sisters and I quizzed each other on our new words after we finished our other homework in the evenings." Ask, "How about you? How do you cooperate? When you are learning English,

do you act out conversations with a friend? Do you quiz a friend who needs to review for a test?"

List some of the students' answers on the board or a paper to keep on the wall of the classroom for future discussions of this strategy.

Activity

In this activity, students will practice making tag questions and learn more about their classmates. Give each student a copy of the Activity Sheet.

Explain to students that in this activity they will be making a guess about a classmate based on what they know about this person. They will make a tag question to confirm whether their guess is correct or not.

For Step 1, have students write the name of a classmate in the blank space before each statement in the first half of the page.

For Step 2, ask them to make a tag question using the statement. The example is:

João plays football very well.

The tag question for this is:

You play football very well, don't you?

After students have written out their tag questions, ask them to get up and go around the classroom to the student mentioned in each statement. They should ask that student the tag question and give themselves one point if they guessed correctly.

After they have asked their questions, ask students to demonstrate and check that the verb used in the tag match the verb in the statement and the pronoun matches the subject.

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. Ashley says: But, you don't have a pet, do you?
The question is: Which of these has a tag question?
2. Anna says, "There was a contest to see who could spit a watermelon seed the farthest. You should have seen all the people who wanted to spit a watermelon seed! And, it was pretty fun to watch. But Ashley, the pet contests were the best. There was a pet parade. Lots of people walked with their dogs."*The question is: What did Anna enjoy the most at the D.C. State Fair?*
3. Ashley says, "But Anna, tell me, how did you win a pet contest without a pet?"
Anna says, "Okay, the closest thing I have is my pet rock... for a joke, I brought it to the fair. But then I was invited to enter the "One-of-Kind Pet" contest. And I won!"
The question is: How did Anna win a contest at the fair?
4. Anna tells Ashley she wants a dog. Ashley says, "It's a big responsibility. You may want to spend time with a dog first. Do you want to watch Dublin for a couple of hours?"
The question is: How does Ashley cooperate with Anna?

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 using a "Hamburger Paragraph" form as taught earlier. Write some of the words or phrases you think they may need on the board, such as the names of animals kept as pets.

Here is the writing prompt:

What pet do you have? Why is it a good pet for you? If you do not have a pet, what would you like to have? Why do you think this would be a good pet for you?

If time allows, have students exchange their writing with another student and discuss the pets that they have described. This writing project may be a good one to combine with illustrations made by the students, cut from magazines or printed from the internet. The finished works can be put on the classroom walls.

Conversation

- Anna: Hi Ashley!
- Ashley: Hey, Anna! How was your weekend?
- Anna: It was great! I went to the D.C. State Fair.
- Ashley: I would have gone, but I was busy. How was it?
- Anna: It was awesome! I won first place in a pet contest!
- Ashley: But, you don't have a pet, do you?
- Anna: Yes and no. What do you mean by "pet"?
- Anna: Look, a pet! Who's this cute little dog?
- Ashley: Oh, right. You haven't met my dog, have you? This is Dublin.
- Anna: Hi, Dublin! Nice to meet you. He's so cute!
- Ashley: Thanks! So, tell me about the state fair.
- Anna: Oh, there were the usual things -- fair food, cute babies, music. But there must have been a dozen different contests! And some were pretty strange.
- Anna: There was a contest to see who could spit a watermelon seed the farthest. You should have seen all the people who wanted to spit a watermelon seed! And, it was pretty fun to watch. But Ashley, the pet contests were the best. There was a pet parade. Lots of people walked with their dogs.
- Ashley: That sounds so fun. But Anna, tell me, how did you win a pet contest without a pet?
- Anna: Okay, the closest thing I have is my pet rock.
- Anna: I know it's silly, but I've had it since I was a little girl. So, for a joke, I brought it to the fair. But then I was invited to enter the "One-of-Kind Pet" contest. And I won! (holds up first place ribbon)
- Ashley: Anna, only you could have won a pet contest with a pet rock. I should have brought Dublin. He would've won a contest!
- Anna: It's not very easy to win one of these. (shows her the blue ribbon) Does he have a costume?
- Anna: They had a costume contest. You should have seen this little girl. She and her dog wore matching princess costumes!
- Ashley: Dublin doesn't wear costumes.

Anna: Does he know any tricks?

Ashley: Come this way. Now, watch this. (Dublin chases a toy)

Anna: You caught it, Dublin! And you killed it! Good dog! Ashley, he could have won the Best Catch contest! Aw, good boy! Ashley, pets are fun, aren't they?

Ashley: Yes. And they become part of your family. (she drinks from her Dublin mug)

Anna: Ashley, I think I want a dog. No. I know I want a dog!

Ashley: It's a big responsibility. You may want to spend time with a dog first.

Anna: That is a great idea. But where can I find a dog?

Ashley: You know, Anna, I have some shopping to do. Do you want to watch Dublin for a couple of hours?

Anna: Yes! I would! I will take very good care of him!

Ashley: I know you will. Here's his leash.

Anna: Thank you.

Ashley: (to Dublin) Okay, I'll miss you!

Anna: Aw. I don't want you to be lonely. Here, Rocky can stay with you. (puts pet rock on wall)

Ashley: Anna, I really don't need ... Okay. Thanks, Anna.

Anna: Sure. Bye, Ashley. (to Dublin) Come on, Dublin! Bye, Rocky!

Ashley: Bye!

Key Words

| | | |
|----------------|------------|---|
| contest | <i>n</i> | an event in which people try to win by doing something better than others |
| fair | <i>n</i> | a large public event at which there are various kinds of competitions, games, rides, and entertainment |
| leash | <i>n</i> | a long, thin piece of rope or chain that is used for holding a dog or other animal |
| matching | <i>adj</i> | having the same pattern, color, or design |
| owner | <i>n</i> | a person or group that owns something or a pet's human companion |
| parade | <i>n</i> | a public celebration of a special day or event that usually includes many people and groups moving down a street by marching or riding in cars or on special vehicles |
| princess | <i>n</i> | a female member of a royal family |
| responsibility | <i>n</i> | a duty or task that you are required or expected to do |
| seed | <i>n</i> | a small object produced by a plant from which a new plant can grow |
| spit | <i>v</i> | to force (something, such as food or liquid) from your mouth |
| watermelon | <i>n</i> | a large, round fruit that has hard, green skin, sweet, red, juicy flesh, and black seeds |

Quiz - Level 2, Lesson 9 - Pets Are People, Too!

Listen. Circle the letter of the correct answer.

- | | |
|---|---|
| <p>1. Which of these has a tag question?</p> <ul style="list-style-type: none">a. How was it?b. How was your weekend?c. But, you don't have a pet, do you?d. What do you mean by "pet"? | <p>3. How did Anna win a contest at the fair?</p> <ul style="list-style-type: none">a. She told jokes about the pets at the fair.b. Anna entered her pet rock in the pet contest.c. She had one of every kind of pet.d. Anna took Dublin to the fair. |
| <p>2. What did Anna enjoy the most at the D.C. State Fair?</p> <ul style="list-style-type: none">a. The pet contestsb. The watermelon-spitting contestc. The music contestd. The contest for the cutest baby | <p>4. How does Ashley cooperate with Anna?</p> <ul style="list-style-type: none">a. Ashley goes shopping for dog food with Anna.b. She gives Anna her extra dog leash for when she gets a dog.c. Ashley takes Rocky for a walk because Anna is shopping.d. She helps Anna learn about dogs by letting her take care of Dublin. |



VOA LEARNING ENGLISH



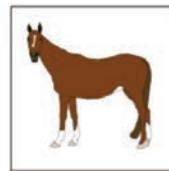
kitten



dog



cat



horse



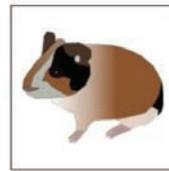
puppy



parrot



rabbit



guinea
pig



budgie



snake



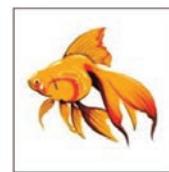
mouse



tortoise



lizard



fish

Images courtesy of <https://www.esolcourses.com/>



Write the question tag in the space after each statement to make a tag question.

1. He is late this morning, _____?
2. The hotel was very good, _____?
3. She cooks well, _____?
4. You can't tell the difference, _____?
5. They always sleep after lunch, _____?
6. You're coming with us, _____?
7. Mary plays football, _____?
8. You didn't have any lessons this morning, _____?
9. Ann is on vacation, _____?
10. The students see it everyday, _____?
11. Ms. Bell doesn't know your father, _____?
12. There are lots of cars here, _____?

Now write three tag questions of your own.

- 1.
- 2.
- 3.

STEP 1

Look at the statements. Write the name of a classmate that you think best matches the statement. Use a classmate's name only two times.

1. João plays football very well.
2. _____ feels sleepy today.
3. _____ has a sister/brother here at school.
4. _____ doesn't live close to school.
5. _____ studies English every day.
6. _____ likes to take care of animals.
7. _____ plays a musical instrument.
8. _____ does not drive a car.
9. _____ likes /does not like cooking.
10. _____ likes studying mathematics.



STEP 2

Now write tag questions for your statements. Go to the classmate and ask the question. If the statement is true, give yourself a point.

1. You play football well, don't you?

2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Correct: _____



LEVEL 2 LESSON 10 VISIT TO PERU



Topics

Describing traditions & life events
Expressing hopes & wishes
Musical traditions

Prepare Before Class

Print copies of the student Activity Sheet.
Collect travel advertisements about different countries or print pages from the internet telling about cultural traditions in different countries for the writing activity.

Learning Strategy

Use Sounds

Goals

Use wish & hope clauses

Day 1

Introduce the Lesson

Explain, “In Lesson 10, Anna is writing a story about the culture of Peru. She does not have time to travel, but her friend Bruna says she can learn about Peru in one short visit.” Ask, “Can you guess where Anna can learn about Peru?” Answers may include: at a library, in a museum, or at a festival.

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.

As the topic of this lesson is learning about cultural traditions and events, ask students to name tell you about their home town’s traditions, festivals or cultural events. Keep a list of key words related to the events.

Write the words on the board and practice the pronunciation of any that may cause difficulty for your students.

Present the Conversation

Tell students that the video will show Anna and her coworker Bruna at a museum. 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.

| | |
|----------------------------------|---|
| <i>Hope and wish</i> | Hello again! Professor Bot here. Today we will hear about wishes and hopes. Bruna asked Anna to go to lunch, but she answered, I wish I could, but I can't. Listen for more hope and wish sentences. |
| <i>Hope/wish Question Review</i> | Did you notice any sentences with hope or wish? Anna says, “One day I hope to meet the right guy.” That’s an example of using “hope” with an infinitive to talk about doing something in the future. Keep watching! |
| <i>Final Comment</i> | Do you remember what Anna said? “I really want to understand Peru.” I hope you understand Peru a little better now, too. And I wish I could talk with you more about grammar, but that’s all the time we have today! Go to the website to learn more! |

Expressing Wishes and Hopes

Write one of the sentences from the conversation that has the word “wish” in it on the board. Put a line under the word “wish” or highlight it in some way. For example:

I wish I could do art like that.

Explain, “You can use ‘wish’ to talk about something that is not true now. Bruna says she wishes she could do art like Anna does because she thinks she cannot do it as well.”

Ask students, “Turn to your neighbor now. Tell them something you wish you could do well.” Give students time to create their own sentences using “wish.” Walk among the class as they tell each other the sentences and observe whether they are using it correctly.

If you find students are having trouble with the sentence structure, go to the board and underline “I wish I could do” and then explain that we use the base form of verbs after the phrase “I wish I could.” Choose a couple of students to share their sentences using “wish” with the class and write them on the board.

Next, write a sentence from the conversation on the board with the word “hope,” such as:

One day I hope to meet the right guy.

Explain, “You can use ‘hope’ to talk about a possible future situation. Anna uses ‘hope’ to talk about meeting a man she can marry. Now think of a sentence you can say with the word ‘hope.’” As before, observe the students as they make sentences and ask a few to share them with the class. Write them on the board and ask students to compare them.

Give students the sheet in the Resources section which has pictures that bring imaginary situations to mind. Ask them to write four sentences with “wish” using the pictures as a guide. Then ask them to write four sentences with “hope.” If time allows, ask them to choose three to act out for a partner. The partner’s job is to guess and say the sentence. For example, if their partner is flapping their arms up and down, they should say, “You wish you could fly.”

Day 3

Learning Strategy

Explain, “The learning strategy for this lesson is Use Sounds. That means you listen carefully and notice new sounds. For example, when you are learning English, there may be some new sounds that you do not have in your native language.”

Continue, “In this lesson, Anna hears the name of a dance from Peru. Bruna says, “There’s this very special Peruvian dance called Marinera Norteña.” At first, Anna has trouble saying the name. She says, “I love the Marinera Nortina... !” Bruna says it again so Anna can hear it correctly. Later, Anna says the name with the correct sound: ‘Time for the Marinera Norteña!’”

Ask, “How about you? How do you use sounds or listen carefully while you are studying English?” List some of the students’ answers on the board or a paper to keep on the wall of the classroom for future discussions of this strategy.

Activity

Pair students using one fo the methods in the How-To guide. Hand out the Activity Sheet to all students, then ask them to sit together around the classroom. Explain the activity:

"Have you ever read a story where the people lived in a country that is not real?" Ask students to tell you the names of such places they have heard about in books or movies, like Wakanda, Shangri-La, Camelot, Atlantis, or Xanadu.

On this lesson's Activity Sheet, students will create an imaginary land. They will give their land a name and tell about a holiday, festival, dance or sport, and a food of the land. After they write the details, they will explain or demonstrate them to their partner. Pass sheets of plain paper to the students for drawing, if students wish to do so.

Both students will then join with another pair, and tell the other pair two things about their partner's imaginary country. Students will then write sentences on the activity sheet using "hope" or "wish." Examples are shown on the Activity Sheet:

I wish I could go to Appleland. Mahmoud tells me it has apple trees on every street.

Raul told me they do beautiful dances in Balletia I hope I can see a beautiful dance someday.

Call on a few students to share their sentences with the class. If time allows, post some of the student drawings on the walls of the classroom.

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. Anna says: "I have to research Peru for a story. I've been reading about Peru and listening to Peruvian music. I really want to understand Peru."
The question is: What does Anna have to do today?
2. Anna says, "I read about this dance. But it is much more romantic in person!"
Bruna answers, "Anna, the dance just shows the courtship tradition. It doesn't mean you will get married."

The question is: What does the dance show, according to Bruna?

3. Read these sentences:

I hope I have time to see everything!

Anna, I wish I could join you.

You go back to work.

I'm hoping to finish in about an hour.

The question is: Which sentence does NOT show a hope or wish for the future?

4. Bruna asks Anna, "You know you're in the kid's section, right?" Anna says she is making art. Then she tells Bruna, "And thanks for telling me about this festival. I learned so much about Peru. Ooh, we still have time! Time for Marinera Norteña!"

The question is: What does Anna thank Bruna for?

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

Writing

This activity requires some research if the students are not already familiar with the cultural traditions of one or more countries. If students do not have access to the internet or a library, bring in some printed materials you can share with them from magazines or travel brochures about different countries. You may want to give this assignment as homework to allow for time to read or ask adults in the home about other countries.

Ask students to write their answer to the question below in one or more paragraphs using a "Hamburger Paragraph" form as taught earlier. Write the words or phrases you think they may need on the board, such as English names for traditions in places they may want to visit.

Here is the writing prompt:

What country do you want to learn about? Why are you interested in that country? Use books or search for information on traditions there. Write about one cultural tradition in that country.

If time allows, have students exchange their writing with another student and discuss what they learned. They may add drawings or pictures cut from magazines to their work. After reviewing it, you may put their work on the walls of the classroom.

Conversation

- Bruna: Hi, Anna!
- Anna: Hi, Bruna! What's up?
- Bruna: I thought we could meet for lunch today.
- Anna: I wish I could, but I can't. I have to research Peru for a story.
- Bruna: How's it going?
- Anna: Not so good. I've been reading about Peru and listening to Peruvian music. I really want to understand Peru. I hope it's enough.
- Bruna: You should visit Peru.
- Anna: I wish!
- Bruna: You can!
- Anna: Bruna, I don't have the money or time to go to Peru. My deadline is tomorrow!
- Bruna: No, I don't mean to really go there. The museum where I work is having a Peruvian festival today! Anna? Anna? Anna, are you there?
- Bruna: Hi, Anna!
- Anna: Hi, Bruna! Thanks for telling me about this event.
- Bruna: Sure! It's much better than staring at your computer. I hope it helps with your story.
- Anna: I'm sure it will. So, what should we see first?
- Bruna: Dance and music are very important to Peruvian culture, so let's watch the dancers.
- Anna: Great! Let's go!
- Bruna: There's this very special Peruvian dance called Marinera Norteña.
- Anna: I love the Marinera Nortina... !
- Bruna: Marinera Norteña.
- Anna: Marinera Norten... ?
- Bruna: No. Marinera Norteña.
- Anna: I love the ... marriage dance!
- Anna: Bruna, I read about this dance. But it is much more romantic in person!
- Bruna: The dancers are giving lessons after their performance. You should try it!

- Anna: I'd love to. But I'm not ready to get married. I mean, one day I hope to meet the right guy. We'll buy matching motorcycles and ride into the sunset -- the wind blowing through our hair!
- Bruna: Anna, the dance just shows the courtship tradition. It doesn't mean you will get married.
- Anna: Oh. Well, I'll try anyway.
- Bruna: Don't forget. This festival also shows Peruvian art!
- Anna: I hope I have time to see everything!
- Bruna: Anna, I wish I could join you. But I have some work to do.
- Anna: Of course, of course. You go back to work. I'll check out the art.
- Bruna: Okay, I'm hoping to finish in about an hour. Let's meet then.
- Anna: Great. See you then!
- Bruna: See ya!
- Anna: Oh, wow! I can make my own Peruvian art!
- Bruna: Anna, how's it going?
- Anna: Hi, Bruna!
- Bruna: You know you're in the kid's section, right?
- Anna: I'm in the art making section.
- Bruna: I see that. Your art is very nice. I wish I could do art like that.
- Anna: Oh, this one's not mine. This is mine.
- Bruna: Wow! Really? That's really nice!
- Anna: Thanks! And thanks for telling me about this festival. I learned so much about Peru. Ooh, we still have time!
- Bruna: Time for what?
- Anna: Time for Marinera Norteña!

Key Words

| | | |
|------------|------------|---|
| blow | v | to be moved or affected in a specified way by the wind |
| courtship | n | the activities that occur when people are developing a romantic relationship that could lead to marriage or the period of time when such activities occur |
| deadline | n | a date or time when something must be finished |
| hope | v | to want something to happen or be true and think that it could happen or be true |
| in person | expression | expression used to say that a person is actually present at a place |
| join | v | to put or bring (two or more things) together |
| marriage | n | a ceremony in which two people are married to each other |
| match | v | to have the same appearance or color |
| motorcycle | n | a vehicle with two wheels that is powered by a motor and that can carry one or two people |
| Peru | n | a country in South America |
| romantic | adj | of, relating to, or involving love between two people |
| sunset | n | the time when the sun goes below the horizon in the evening |
| wish | v | to want (something) to be true or to happen |

Quiz - Level 2, Lesson 10- Visit to Peru

Listen. Circle the letter of the correct answer.

- | | |
|---|--|
| <p>1. What does Anna have to do today?</p> <ul style="list-style-type: none">a. Write a story about a museum.b. Have lunch with her friend.c. Learn to play music.d. Learn about Peru to write a story. | <p>3. Which sentence does NOT show a hope or wish for the future?</p> <ul style="list-style-type: none">a. I hope I have time to see everything!b. I'm hoping to finish in about an hour.c. You go back to work.d. Anna, I wish I could join you. |
| <p>2. What does the dance show, according to Bruna?</p> <ul style="list-style-type: none">a. The dance shows people riding motorcycles.b. It shows that two people have been married.c. The dance shows the courtship tradition in Peru.d. It means you are going to marry your dance partner. | <p>4. What does Anna thank Bruna for?</p> <ul style="list-style-type: none">a. Dancing the Marinera Norteñab. Helping her to meet the kidsc. Telling her about the festivald. Teaching her to do Peruvian art |



Look at the pictures. Make a sentence using “wish.”

1. I wish I could fly like a fairy.

2. _____

3. _____

4. _____

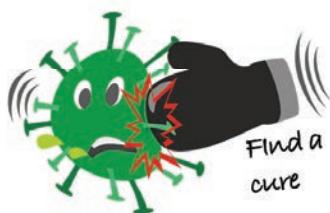
5. _____



Time
machines



Look at these pictures. Make a sentence using “hope” for each one.



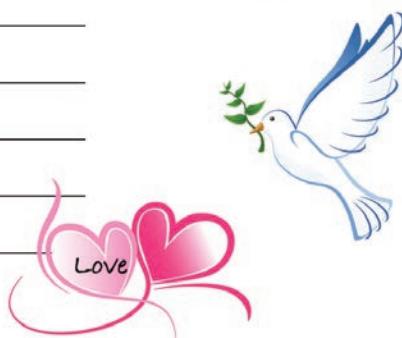
1. I hope that you win a prize.

2. _____

3. _____

4. _____

5. _____





STEP 1

Imagine a country. Give it a name. Circle it on the map. Think about the things you can eat, watch, see or do in that place. Write, act or draw pictures to explain.

My country's name is _____



A traditional food is _____.
It is made of
_____.



A dance or sport is called _____.
Here is how to do it.



The biggest holiday or festival is _____.

On that day, the people _____ and
_____.



STEP 2

Listen to your partner tell about their country. Join another pair and tell them two things about your partner's country.

STEP 3

Write two sentences using 'wish' or 'hope' about the countries you heard about today.

1. I wish I could go to Appleland. Mahmoud says it has apple trees on every street.
2. Raul says they do beautiful dances in Ealletia. I hope that I can see a beautiful dance someday.
3. _____
4. _____



LEVEL 2 LESSON 11 THE BIG SNOW



Topics

Describe actions that have occurred
Describe actions that haven't occurred yet
Discuss duration of activity

Prepare Before Class

Print copies of the Student A and Student B Activity Sheets - note that Page 1 is the same for Students A & B while page 2 is different for A & B
Print handout for learning the names of snow activities
Print handout for practicing present perfect

Learning Strategy

Find and Apply Patterns

Goals

Present perfect simple/continuous
Past perfect simple/continuous

Day 1

Introduce the Lesson

Begin by asking, "Have you ever been in a big storm and had to stay inside for a long time?" Let students share their stories if they have had this experience. It may have been a rain storm, sand storm or snow.

Continue, "In Lesson 11, a big snow is coming. Anna and Pete work all weekend to report on it. We see how they both prepared for the blizzard. Who do you think will be better at preparing to work in a blizzard, Anna or Pete?" Let students hold their hands up to vote for Anna or Pete.

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.

As your students may not be familiar with snow, use the handout on snow activities in the Resources section to practice saying the names of several activities and learning their definitions.

Present the Conversation

Tell students that the video will show Anna and her coworker Pete preparing for a big snowstorm. 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.

Hunt for perfect verb tenses

Welcome to our most perfect lesson! Why is it perfect? Today we are reviewing the present perfect and past perfect verb tenses. These show that an action is completed. Kelly uses the present perfect when she says:

Kelly: Have you ever reported on a big weather event?

Anna uses the past perfect when she says,

Anna: I had been waiting for that blizzard for years.

Listen for “have” or “had” and the past participle to find more sentences with the perfect tense. I’ll color those words to help you.

- I have wanted to report on a big weather event my whole life. (present perfect)
- I had just bought the latest weather forecasting software. (past perfect)
- Snow has been falling for 30 hours straight! (past perfect continuous)
- By Saturday night, stores and restaurants had closed. (past perfect)
- I thought I had brought enough food. (past perfect)
- We had reported together for 48 hours straight! (past perfect)
- That must have been a great team-building exercise for you and Pete. (present perfect)

Examples

Final Comment

I hope you found all the sentences with perfect tenses. Learn more on our website!

Present Perfect Activity

Tell students to stand and copy your movements. Say, “Shovel the snow” as you hold an imaginary shovel and bend down to fill a shovel full of snow. Put the imaginary shovel down. Then make movements to demonstrate “ski,” “make a snow angel,” “make a snow person”

and “snowboard.” Use a method from the How-to guide to form pairs and have students sit together with their partner.

Ask one student, “Have you ever shoveled snow? When the student answers, write their answer on the board. Underline or highlight the present perfect verb:

Yes, I **have shoveled** snow / No, I **haven't shoveled** snow.

Remind students that the present perfect tense uses a form of the helping verb “have” and the past participle. It shows an action happened some time before now. The exact time is not important so it is not used with a time word like “yesterday” or “when I was young.”

Hand out the present perfect activity handout. Tell students, “Step 1 is: Ask your partner a question about each of the other snow activities. Step 2 is: Write your partner’s answers. Then join with another pair and tell them what you learned about your partner.”

As students work in pairs, check to see if there are any questions about forming the present perfect. If time allows, have several pairs demonstrate their questions and answers. They may use the gestures you taught them as they ask the questions to show they understand the names of the actions.

Day 3

Learning Strategy

Explain, “The learning strategy for this lesson is Find and Apply Patterns. That means you listen carefully and notice new sounds. For example, when you are learning English, there may be some new sounds that you do not have in your native language.”

Continue, “In this lesson, Pete sees a pattern in Anna’s celebration of the weather records. Each time a weather record breaks, she honks her horn to celebrate. Pete does not like the horn, so he breaks it before Anna celebrates the next record-breaking weather fact. He does that to stop Anna’s pattern of celebrating and make his life quieter.”

Ask, “How about you? How do you find and apply patterns? Can you see patterns in the way people use English? How about in literature? There are also patterns in math, science, history, music and social studies.”

List some of the students’ answers on the board or a paper to keep on the wall of the classroom for future discussions of this strategy.

Activity

Pair students using one of the methods in the How-to guide. Hand out one set of Student A Activity sheets and one set of Student B Activity sheets to each pair. Then ask them to sit together around the classroom.

Explain the activity: “You have a new job reporting on the weather. You and your partner can see different weather cameras on the internet. Each camera has symbols that give more information about the weather in that place. Your job is to read that information and think of the weather pattern they show. Then predict, or forecast, tomorrow’s weather in that place. Finally, tell your partner what activity will be good for tomorrow’s weather there.”

Have two students demonstrate the sample conversation from page 1 of the activity sheet. Then explain that students with the Student A sheet will ask about Guadeloupe and Tajikistan and those with the Student B sheet will ask about Canada and Mauritius.

As students work together, check to see if anyone needs help with the name of an activity for the weather pattern shown on their map. Write the names of activities on the board to help other pairs.

After the students have finished their pair work, call on a few students to share their predictions and suggested activities with the class.

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. Kelly says, “Me too! Weather is so important.”
Then Anna says, “It is. It affects people’s lives!”
The question is: What do Kelly and Anna agree about?
2. Ask students, “Which of these sentences uses the past perfect tense?” Read the sentences below aloud.
Why do you have all this weather stuff?
I had just bought the latest weather forecasting software.

Do you have any games on that thing?
I have the best weather survival game.

3. Kelly says, “How else had you prepared?

Then Anna says, “Well, I had just bought the latest weather forecasting software. So, I brought it!”

The question is: What does Anna want to use her computer for at work?

4. Anna says, “We just broke the wind speed record! (She honks her horn)

Then Anna says, “Snow has been falling for 30 hours straight! That’s another record! (She honks her horn. Pete comes into the room and breaks the horn.)

The question is: What is a pattern that Pete wants Anna to stop?

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, such as English names for weather events.

Here is the writing prompt:

Have you been in a big storm or an unusual weather pattern? Where were you when it happened? What did you do?

If time allows, have students exchange their writing with another student and discuss what they learned. They may add drawings or pictures cut from magazines to their work. After reviewing it, you may put their work on the walls of the classroom.

Conversation

- Kelly: Hi, Anna. Why do you have all this weather stuff?
- Anna: I love weather.
- Kelly: Me too! Weather is so important.
- Anna: It is. It affects people's lives!
- Kelly: Have you ever reported on a big weather event?
- Anna: I have. I've reported on a blizzard.
- Kelly: Do you mean the one last weekend?
- Anna: Yes! I had been waiting for that blizzard for years. When it came, I was ready.
- Anna: I have wanted to report on a big weather event my whole life.
- Kelly: Who hasn't? Did you report all weekend ... by yourself?
- Anna: No, no. I volunteered Pete to help me.
- Pete: Why am I here on a Saturday? Why are you carrying things? Why? Why?
- Anna: Pete, these are my supplies – food, a blanket; warm clothing. Where are your supplies? Pete, Pete, Pete. This could be the "blizzard of the century."
- Pete: It'll be fine.
- Kelly: How else had you prepared?
- Anna: Well, I had just bought the latest weather forecasting software. So, I brought it!
- Kelly: Do you mean The Weather Genie Pro?
- Anna: You know it. Pete thought it was pretty great too.
- Pete: Do you have any games on that thing?
- Anna: Yes! I have the best weather survival game. Boom!
- Pete: Sounds fun.
- Anna: It is. But right now, Pete, this computer is a work tool. It will give us the temperature, wind speed, wind direction and amount of snowfall ... in real time! Boom, boom!
- Pete: I can't wait.
- Anna: Pete, we need a name for this blizzard.
- Pete: No, we don't.

Anna: All the great storms have names.

Pete: No, they don't.

Anna: I know -- "The Big Snow!"

Pete: I am not saying "The Big Snow."

(later) Welcome to "The Big Snow."

Kelly: The Big Snow broke all kinds of records, didn't it?

Anna: Yes it did. And every time a record was broken, we celebrated!

Anna: So far, in Washington, D.C. 29 inches of snow has fallen. That, my dear listeners, is a record! (Honks horn)

We just broke the wind speed record! (Honks horn)

Snow has been falling for 30 hours straight! That's another record! (Honks horn. Pete comes into room and breaks the horn.)

Kelly: By Saturday night, stores and restaurants had closed. Did you bring enough food?

Anna: I thought I had brought enough food. But I ran out.

Anna: Hey, Pete, where is my bag of popcorn?

Pete: Maybe you ate it already.

Anna: No, I didn't.

Pete: I haven't seen it. (Pete has popcorn in his beard. Anna tries to hit him.)

Anna: We had reported together for 48 hours straight!

Kelly: Wow. That must have been a great team-building exercise for you and Pete.

Anna: Yeah. You - you could say that.

Key Words

| | | |
|-----------|-----|--|
| affect | v | to act on (someone or something) and cause a change |
| amount | n | a quantity of something |
| blizzard | n | a severe snowstorm that goes on for a long time |
| century | n | a period of 100 years |
| event | n | something (especially something important or notable) that happens |
| forecast | v | to predict (something, such as weather) after looking at the information that is available |
| record | n | a performance or achievement that is the best of its kind or at an extreme when measuring data |
| software | n | the programs that run on a computer and perform certain functions |
| straight | adv | without interruption |
| survival | n | the state or fact of continuing to live or exist especially in spite of difficult conditions |
| volunteer | v | to say that someone will do something without asking if he or she wants to do it |
| sunset | n | the time when the sun goes below the horizon in the evening |
| wish | v | to want (something) to be true or to happen |

Quiz - Level 2, Lesson 11- The Big Snow

Listen. Circle the letter of the correct answer.

- | | |
|---|---|
| <p>1. What do Kelly and Anna agree about?</p> <p>a. There is a big blizzard coming soon. b. Anna is not ready for the next event. c. Weather is important to many people. d. Kelly is not interested in the weather.</p> | <p>3. What does Anna want to use her computer for at work?</p> <p>a. To order more food and supplies for Pete. b. To watch a video of the snowfall. c. To play games with Pete. d. To get weather information and forecasts.</p> |
| <p>2. Which of these sentences uses the past perfect tense?</p> <p>a. Why do you have all this weather stuff? b. I had just bought the latest weather forecasting software. c. Do you have any games on that thing? d. I have the best weather survival game.</p> | <p>4. What is a pattern that Pete wants Anna to stop?</p> <p>a. Her celebration as each weather record is broken. b. Telling people about the amount of snow. c. Her naming the storm, “The Big Snow.” d. Preparing for the blizzard by bringing in supplies.</p> |



1. **shovel snow** — to lift and throw snow with a shovel
2. **making a snow angel** — to make a shape in snow by lying on your back and moving your arms and legs out and in
3. **catch snow on your tongue** — to stick out your tongue and let snow fall on it
4. **snowboard** — a board like a wide ski that is used for sliding down hills of snow while standing
5. **walk in the snow** — to walk during or after a snow fall
6. **make a snow man /person** — put large balls of snow together to make a figure, sometimes adding decorations or clothing
7. **warm your hands (over a fire)** — hold your hands over an open flame
8. **sled / go sledding** — to ride on a sled, especially down a hill
9. **have a snowball fight** — to form balls of snow and throw them at friends or family
10. **ski** — to move or glide on skis over snow or water



STEP 1



Say the snow words with your teacher. Then ask your partner about each activity. Write their answers.



Ski



Snowboard



Make a snow person



Make snow angels



Shovel snow

Have you ever shoveled snow?

Yes, I have! It's fun!



Yes, I have shoveled snow every winter since I was 10.

Have you ever made a snowman or a snow person?

1. Yasmin has shoveled snow every winter since she was ten years old.

2. _____

3. _____

4. _____

5. _____

STEP 2

Join another pair and tell them what you have learned about your partner.

Your new job is reporting the weather. You and your partner can see different cameras from other places in the world. Ask your partner about the places without weather information. Answer your partner's questions with your forecast.

It's hot
and sunny. Tomorrow
will be a good day to
see the turtles.

What do you see
on the Galapagos
islands?

It's cold. Tomorrow
it will snow. It will be a
good day to ski
or snowboard.

What is happening
in Canada?

STEP 2

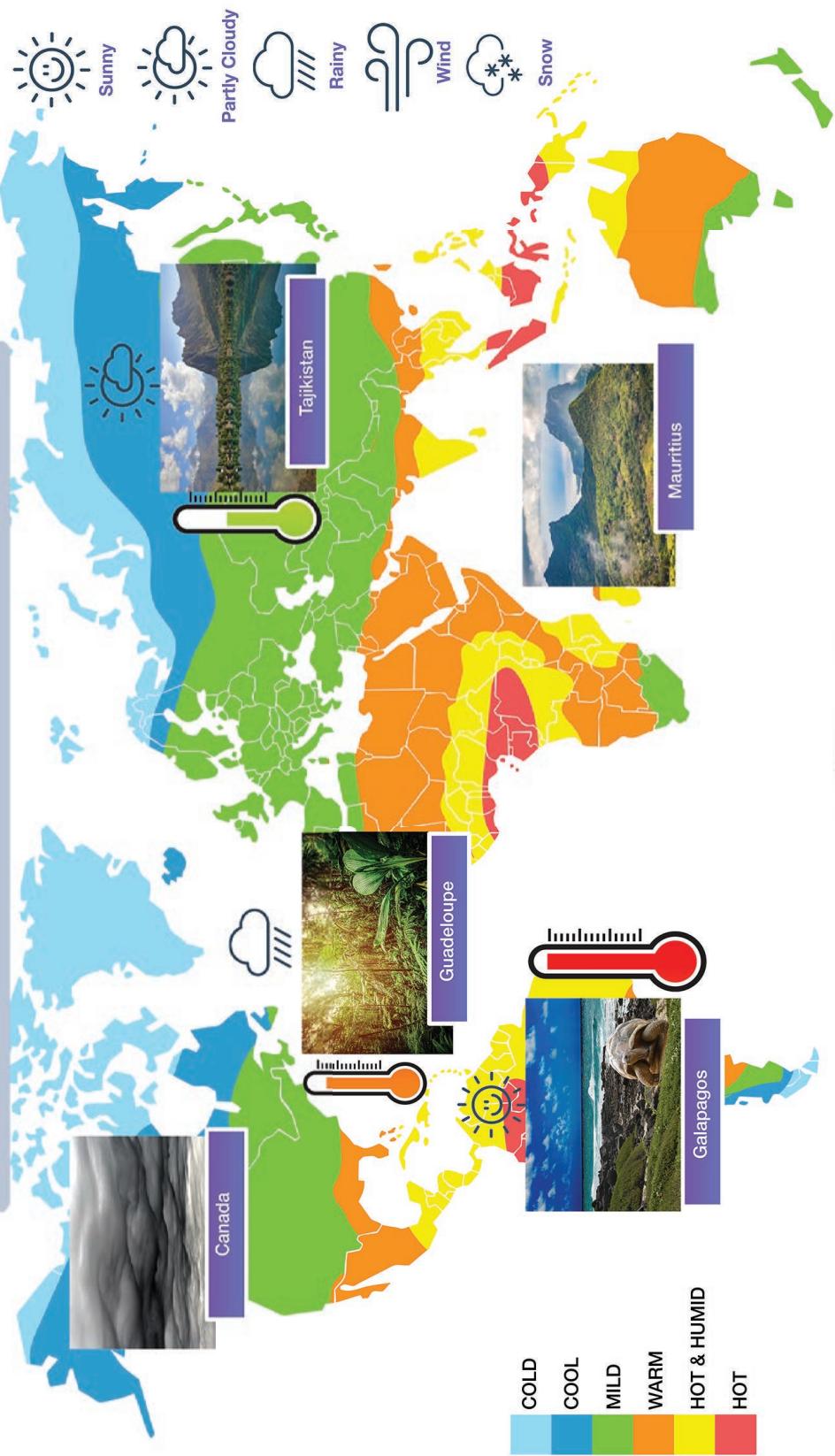
Choose a place near where you are now. Tell your partner about the weather pattern there. Forecast (or predict) the weather for tomorrow. What activity will be good for the day?

VOA LEARNING ENGLISH

STUDENT A

You have information on Guadeloupe and Tajikistan. Your partner has information on Canada and Mauritius. Look at each picture. Next to two pictures is the temperature. Above the pictures there is a weather symbol. Together they show a weather pattern. Think of the weather patterns you see and forecast tomorrow's weather.

LESSON 11



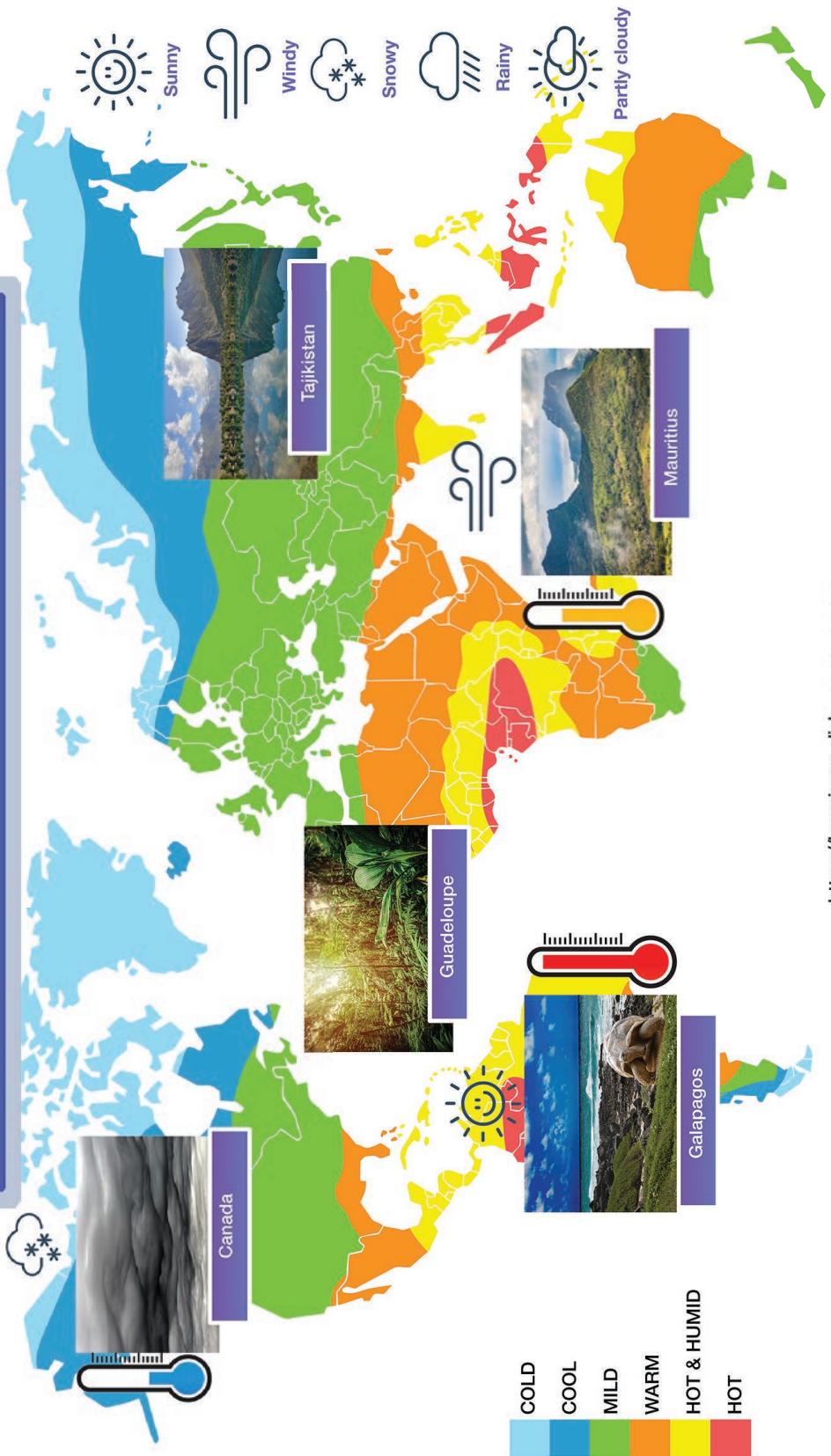
<https://learningenglish.voanews.com>

VOA LEARNING ENGLISH

STUDENT B

You have information on Canada and Mauritius. Your partner has information on Guadeloupe and Tajikistan. Look at each picture. Next to two pictures is the temperature. Above the pictures there is a weather symbol. Together they show a weather pattern. Think of the weather patterns you see and predict tomorrow's weather.

LESSON 11





LEVEL 2 LESSON 12 RUN! BEES!



Topics

Asking for information
Indicating uncertainty
Asking for and giving reasons
Making deductions

Prepare Before Class

Print copies of the student Activity Sheet.

Learning Strategy

Sequence

Goals

Learn how to use conditionals

Day 1

Introduce the Lesson

Begin by asking, "How do you feel when you see a bee?" Let several students answer. Tell students, "In this lesson, Anna is afraid of bees. Her friend Kaveh tells her to talk with Caroline, a beekeeper and bee educator. Do you think Anna will fight her fear and learn to love bees? We will learn how to talk about cause and effect, using the word 'if.' These are called conditionals."

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.

As the topic of this lesson is bees, you may use some pictures to help teach the new words. See the handout with words related to beekeeping in the Resources section.

Present the Conversation

Tell students that the video will show Anna visiting a beekeeper. 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.

Introduction to conditionals

In this lesson, you can learn about conditionals. They have “if” and “will” or “would.” There are two kinds of conditional sentences in this lesson.

Type 1 conditionals

Type 1 conditionals have a real event, and a result that probably will happen. Chances are good. Here is the pattern:
If + present tense verb ... will + future tense verb.
Kaveh uses this when he says: “If you ignore it, it will fly away.”

Type 2 conditionals:

Type 2 conditionals have a possible event and a result that may or may not happen. We don’t know. Here is the pattern
If + past tense verb ... would + infinitive verb.
Kaveh uses this pattern when he says: “If all the bees died, there would be no food.”
Look for the “if” in a sentence to find more conditionals in today’s lesson. I’ll color them, too!

Closing

Are you ready for one more conditional sentence?
If you are not afraid, you will join us next time to learn more about bees!

Conditional Activity

Draw lines on the board like this:



Ask, “Tell me some good and bad things to do in school. For example, study.” Write all the

“good” activities in the left column with a present tense verb. Write the “bad” activities in the right column. Some answers may be play video games, listen carefully, work hard and copy.

Next, ask, “What will happen if you study? Of course, you will get good grades.” Explain, “That is Type 1 - or the Real Conditional.”

Next, ask, “If you texted all day, what would happen? Of course, you would fail.” Explain, “That is a Type 2, or Unreal Conditional. We will talk about those in the next lesson. Now we will practice Type 1, the Real Conditional.”

Say, “If you play video games all day, you will have trouble on your test.” Write this pattern on the board:

If +present tense verb ... will + future tense verb

Ask two students to come to the front of the class and show the activity. Ask one to choose a good thing to do at school and begin a sentence with ‘If you....’ As the other student to finish the sentence.

Pair students and ask them to choose one of the good or bad things to do at school. Ask students in pairs to think of new examples using the Real Conditional pattern. If time allows, ask several pairs to share their sentences with the class.

Day 3

Learning Strategy

Explain, “The learning strategy for this lesson is Sequence. That means to look for the order of events in what you are learning. For example, we use a sequence when we write about a process, like how to make a pizza: ‘first, you mix the dough, next, you make the sauce...’”

Continue, “In this lesson, Anna thinks about the sequence of her experience with a beehive as a child. First, she hit the hive with a stick. Next, the bees came out and stung her. They were angry. Thinking about that sequence will make Anna more careful about hitting a beehive with a stick in the future! Caroline agrees: ‘If you do those things, you will get stung.’”

Give other examples. “In science, we study sequences like the water cycle, and the life cycles of different animals. It helps to remember the steps in order. How about you? How do you sequence when you are learning English?” List some of the students’ answers on the board or a paper to keep on the wall of the classroom for future discussions of this strategy.

Activity

Pair students using one of the methods in the How-To guide. Have the students stand in two lines. Give students in one line the Student A activity sheet. Give the students in the other line the Student B activity sheet.

Explain how to do the activity: “Each of you has a set of pictures. Look at them and think of how you can sequence these events. Step one is to write a number in the circle under the picture to show the order in which you will talk about them in your story.”

Continue, “Write a story about the events in the pictures. Step two is: show the pictures to your partner and tell your story. Stop and let your partner ask a question after you talk about each picture.”

Ask two students to read the sample aloud from one of their activity sheets. Give students time to complete the activity with their partners, then, if time allows, have them join with another pair and share the stories they wrote. Point out that the stories of two students with the same pictures can be different, but they all should use the conditional form to show the result of an action.

When all have shared their stories with two other students, ask one or two pairs to tell their stories to the class.

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, “Wow. Did you know that bees are dying?” Then Anna says, “That is bad news. If all the bees died, there would be no food. Bees are very important.’
The question is: What are Anna and Kaveh talking about?

2. Anna looks like she is afraid of bees. So Kaveh says, “Anna, you should call my friend, Caroline. She is a beekeeper and a bee educator. If you talk to her, she’ll probably help

you get over your fear of bees.”

The question is: What does Kaveh say to Anna?

3. Anna says, “Oh, sorry to bother you. I’m looking for beekeeper Caroline. I’m here to take her “Learn to Love Bees!” class.

Then Caroline says, “You’re in the right place! I’m Caroline!”

The question is: What does Caroline say about the “Learn to Love Bees” class?

4. Caroline says, “No, not at all, Anna. Even my children help me. Tell me, why are you afraid of bees?:

Anna says, “I don’t know. Well, when I was a little girl my mom ran out of honey. And I really wanted honey for my pancakes. So, I climbed high into a tree and hit a beehive with a stick ... several times. Then I reached inside with my bare hands to pull the honey out. That’s when I got stung ... a lot.”

The question is: Why is Anna afraid of bees?

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 examples using the word “because” to explain different reasons for why people are afraid of different things. Here is the writing prompt:

What were you afraid of as a young child? Some children are afraid of animals, insects or high places. Share a story of what you feared as a child. How about now? Have you stopped being afraid of it?

If time allows, have students exchange their writing with another student and discuss what they learned. They may add drawings or pictures cut from magazines to their work. After reviewing it, you may put their work on the walls of the classroom.

Conversation

- Anna: Wow. Did you know that bees are dying?
- Kaveh: That is bad news. If all the bees died, there would be no food. Bees are very important.
(buzz sound)
- Anna: Yes, they are. Speaking of bees, one of our little friends is here now.
- Kaveh: You know, Anna, if you ignore it, it will fly away. But if you swat it, it might sting you.
- Anna: I'll ignore it. I can ignore it. See, I'm ignoring it. (she is swatting at the bee)
- Kaveh: Anna, are you afraid of bees?
- Anna: What makes you say that?
- Kaveh: Anna, you should call my friend, Caroline. She is a beekeeper and a bee educator. If you talk to her, she'll probably help you get over your fear of bees.
- Anna: I am not afraid of bees.
- Kaveh: Here's her card.
- Anna: Ahhh!
- Anna: I think I'm at the wrong address. This does not look like a place where bees are kept. (knocks on door)
- Anna: Oh, sorry to bother you. I'm looking for beekeeper Caroline. I'm here to take her "Learn to Love Bees!" class.
- Caroline: You're in the right place! I'm Caroline!
- Anna: Oh, nice to meet you! Um, Caroline, I thought this class used real bees and real hives.
- Caroline: It does! If you look in my backyard, you will see my bees! I'm a home beekeeper!
- Anna: What? You live with bees? That is really amazing! And at the same time really scary.
- Caroline: It's not scary. If you come, I'll show you.
- Anna: Caroline, how many bees are in that hive?
- Caroline: About thirty thousand (30,000) in each.

- Anna: What? That's amazing! But, aren't you afraid that they are gonna come out and kill you?
- Caroline: No, not at all, Anna. Even my children help me. Tell me, why are you afraid of bees?
- Anna: I don't know. Well, when I was a little girl my mom ran out of honey. And I really wanted honey for my pancakes. So, I climbed high into a tree and hit a beehive with a stick ... several times. Then I reached inside with my bare hands to pull the honey out. That's when I got stung ... a lot.
- Anna: Caroline, if you hit a beehive with a stick and reach inside, you might get stung.
- Caroline: No, Anna. If you do those things, you will get stung.
- Anna: Yes. I did.
- Caroline: And you know that it was your fault you got stung, don't you?
- Anna: Yes. I did.
- Caroline: Bees know your feelings. And if you stay calm, the bees will be calm. If you're nervous, the bees will be nervous. And if bees are nervous, they may sting. So, please be calm.
- Anna: I will be calm. I am calm. Okay, I'm ready. I'm ready
- Caroline: Great. Let's get our equipment on.
- Anna: Wait! Wait! I'm not ready! I'm nervous! Give me a minute to be calm.

Key Words

| | | |
|---------------------------|-----------------|--|
| attack | v | to try to hurt, injure, or destroy (something or someone) |
| backyard | n | an area of grass behind someone's house |
| bare | adj | not covered by clothing, shoes or a hat |
| bee | n | a black and yellow flying insect that can sting and that is often kept in hives for the honey that it produces |
| beekeeper | n | a person who raises bees |
| calm | adj | not angry, upset, or excited |
| fault | n | responsibility for a problem, mistake, or bad situation |
| hive | n | a nest for bees |
| honey | n | a thick, sweet substance made by bees |
| ignore | v | to refuse to show that you hear or see (something or someone) |
| local | adj | relating to or occurring in a particular area, city, or town |
| probably | adv | very likely or almost certainly |
| run out of (something) | phrasal verb | to use up the available supply of (something) |
| sting | v | of an insect, plant, or animal |
| swat | v | to hit (someone or something) with a quick motion |

Quiz - Level 2, Lesson 12- Run! Bees!

Listen. Circle the letter of the correct answer.

- | | |
|---|--|
| <p>1. What are Anna and Kaveh talking about?</p> <p>a. A story about food in the newspaper b. A friend who is coming to visit with them c. How Anna is ignoring what Kaveh told her d. The story in the newspaper about bees dying</p> | <p>3. What does Caroline say about the “Learn to Love Bees” class?</p> <p>a. She has about thirty students in the backyard. b. She lives in the place where she gives the bee class. c. Caroline says the bees are coming soon for the class. d. Caroline says the bees will be very scary in the class.</p> |
| <p>2. What does Kaveh say to Anna?</p> <p>a. Anna should visit Caroline to get over her fear of bees. b. He says Anna should not be afraid of bees. c. Kaveh says his friend Caroline is also afraid of bees. d. He says he has always been afraid of bees.</p> | <p>4. Why is Anna afraid of bees?</p> <p>a. Anna thinks children are all afraid of bees. b. She says the bees want to kill her. c. Anna hit a hive as a child and got stung. d. She saw them often when she was a child.</p> |



Look at the pictures. Think of a sequence of events they may show. Write a number below each picture to put them in order. The alarm clock is number one. Then write a story about them in your notebook. Use If you... you will ... in your story.



If you set an alarm
you will wake up
on time for school.



What happens
if you wake up on time
for school?



Show your pictures to your partner. Then tell the story to your partner. Stop so your partner can ask about what comes next. Then listen to the story they wrote about their pictures. Join another pair of students and share your stories.



Look at the pictures. Think of a sequence of events they may show. Write a number below each picture to put them in order. For picture number one, you can choose. Then write a story about them in your notebook. Use If you... you will ... in your story.



What happens if you learn to play music or sing?



Show your pictures to your partner. Then tell the story to your partner. Stop so your partner can ask about what comes next. Then listen to the story they wrote about their pictures. Join another pair of students and share your stories.



LEVEL 2 LESSON 13 SAVE THE BEES!



| | |
|--|---|
| Topics Hope clauses Consequences of actions Discussing future events | Prepare Before Class Print copies of the student Activity Sheet. Print copies of the Type 2 Conditional handout. |
| Learning Strategy Make Predictions | Goals Learn how to use the present unreal conditional |

Day 1

Introduce the Lesson

Begin by asking, “Have you heard about the danger to bees in recent years?” Explain that honeybees are disappearing in some places because of illness and changes to the environment. Let several students answer what they know about the problem. Tell students, “In our last lesson, Anna was afraid of bees. In this lesson, Anna learns how to stay safe around bees. She also learns how to help the bees.”

Ask students, “Do you remember that we started talking about conditionals in the last lesson? In this lesson, we will use conditionals again to talk about real and unreal situations, predicting what will or would not happen.”

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.

Since this lesson continues a visit to a beekeeper, the new words help students learn more details about how beekeepers work with bees. Review the “Bees” handout from Lesson 12. Picture 2 on that page shows a smoker and a veil, two of the new words for this lesson.

Present the Conversation

Tell students that the video shows more about beekeepers. 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.

Introduction to lesson We are back with Anna and Caroline and the bees. Last time, Anna was afraid. But Caroline is helping her to stay safe.

Explanation of conditionals Look at sentences that start with “If” to find more conditional sentences. Remember, Type 1 conditionals use the present tense and “will,” and Type 2 use the past tense and “would.” Now, let’s find out what happens with Anna and the bees.

Review of conditionals I learned a lot about bees. Hey, if I worked with bees, I would not need protective clothing! Guess what? That was a Type 2 conditional. And I heard a Type 1 conditional, too. (Anna: If they don’t eat, they won’t live.)

Closing So, if you want to learn more about bees, visit your local beekeeper like Anna did. Maybe you can try some local honey, too. Now it’s your turn. Practice making conditional sentences. If you practice, you will become better at them. That’s Type 1!

Conditional Activity

In this activity, students will practice making sentences with Type 2 conditionals. Explain that we use the Type 2 conditional to talk about something that is not probable. The structure uses these parts:

If (past tense verb) ... would (simple form of verb)

Give an example from this lesson’s conversation. “Professor Bot is a robot. So the bees

cannot sting him. He says,

‘If I worked with bees, I would not need protective clothing!’”

Give students the handout for Type 2 conditionals. Read the instructions aloud. Ask students to think carefully about what each person would do in the unreal situation in each sentence. Then ask students to write three more sentences about unreal situations using Type 2 conditionals.

Have students share what they wrote with the class or with a partner if time allows.

Day 3

Learning Strategy

Explain, “The learning strategy for this lesson is Make Predictions. That means to make a guess about what will happen. When you are reading a story in English, if you look at the title and the pictures, you can sometimes guess what the story is about. Predicting helps you get ready to learn new things, based on things you already understand.”

Continue, “In this lesson, Caroline says, “I have a feeling that your fear of bees will be gone soon.” She is predicting that Anna will stop being afraid of bees. She can guess that because she has taught other people who feared bees. When they learned about bees, they were no longer afraid.”

Give other examples. “You can predict in other subjects, too, like science. In science class, they call it making a hypothesis. How about you? How do you make predictions when you are learning English?” List some of the students’ answers on the board or a paper to keep on the wall of the classroom for future discussions of this strategy.

Activity

Pair students using one of the methods in the How-to Guide. Have the students stand in two lines. Give students in one line the Student A Activity Sheet. Give the students in the other line the Student B Activity Sheet.

Explain how to do the activity: “Have you ever heard of a crystal ball? It is a ball of glass that appears in some stories. A person can look into it to see things far away or in another time. Today we will imagine we have a crystal ball. We can use our strategy, Make a Prediction, to tell something about what our partner would do. We are also practicing Type 2 Conditionals.”

Continue, “After you make predictions about your partner, check to see if they are right. Here is how it might sound.” Ask two students to read the sample conversation aloud from one of their activity sheets.

Explain, “The student in the picture made a prediction and found out it was not right. But she learned something about her partner by making the prediction and talking about it. You can do the same with your partner. Learn if your guesses - your predictions - were right, and then write what you learned at the bottom of the sheet.”

Make sure all students understand the instructions. Give students time to complete the activity with their partners. Then, if time allows, have them join with another pair and share what they learned about their partner.

When all pairs have shared with two other students, ask one or two pairs to talk about what they learned.

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. Caroline says, “I have a feeling that your fear of bees will be gone soon. If I use a smoker, the bees will stay calm.”
Then Anna says, “Let’s use smoke... lots of smoke!”
The question is: Why does Caroline use smoke?

2. Caroline says, “I will carefully take out a frame. This is where the bees live. There are worker bees, drone bees and the queen bee. The bees have different jobs. The queen bee lays the eggs. The worker bees collect nectar and pollen from flowers and bring it back to the hive. Then they make honey!”
The question is: What does Caroline say about the queen bee?

3. Anna says, “Caroline, bees are beautiful and important. If I wanted to help the bees, what would I do?”
Caroline says, “Great question. You can plant native flowers that bees like.”

Anna says, “Flowers make a big difference to bees. If they don’t eat, they won’t live.” Caroline says, “Buying local honey also helps the bees. If you want to help bees, do those two things.”

The question is: Which of these has a Type 2 conditional?

Read the sentences below aloud.

If I wanted to help the bees, what would I do?

If they don’t eat, they won’t live.

If you ever want to see the bees again, I’ll be here!

If you want to help bees, do those two things.

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 examples using the unreal conditional form, such as “If I had three wishes, I would wish for ...” Here is the writing prompt:

Imagine you were walking and found a magic lamp. When you touch it, a voice says, “I can give you three wishes.” What would you wish for? Explain why.

If time allows, have students exchange their writing with another student and discuss what they read. They may add drawings or pictures cut from magazines to their work. After reviewing it, you may put their work on the walls of the classroom.

Conversation

- Caroline: I have a feeling that your fear of bees will be gone soon. There are things beekeepers do to protect ourselves. For example, we wear protective clothing. This is a beekeeper's veil, suit and gloves. There are other things we can do, too. If I use a smoker, the bees will stay calm.
- Anna: Let's use smoke ... lots of smoke.
- Caroline: Okay, Anna, that's enough smoke. Another thing you can do is stay calm. Okay. When I lift the frame, you will see the bees.
- Anna: I'm ready. Let's do this thing!
- Caroline: Okay, let's put on our protective clothing.
- Caroline: I will carefully take out a frame. This is where the bees live. There are worker bees, drone bees and the queen bee. The bees have different jobs. The queen bee lays the eggs. The worker bees collect nectar and pollen from flowers and bring it back to the hive. Then they make honey! Now, you hold the frame. There are the bees.
- Anna: There are so many! And they are so busy! Now I know why we say, "busy as a bee!"
- Caroline: Good job, Anna.
- Anna: Caroline, bees are beautiful and important. If I wanted to help the bees, what would I do?
- Caroline: Great question. You can plant native flowers that bees like. Here's a book to help you know which ones to plant.
- Anna: It's a beautiful book. And look, it tells you which bees like which types of flowers.
- Caroline: It also tells you how the flowers affect the flavor of the honey.
- Anna: Flowers make a big difference to bees. If they don't eat, they won't live.
- Caroline: Buying local honey also helps the bees. If you want to help bees, do those two things.
- Prof Bot: I learned a lot about bees. Hey, if I worked with bees, I would not need protective clothing! Guess what? That was a Type 2 conditional. And I heard a Type 1 conditional, too. (Anna: If they don't eat, they won't live.)
- Anna: Thanks for the book, Caroline, and the bee puppet and for teaching me

about bees. Look ... I'm not scared.

Caroline: Good job, Anna. If you ever want to see the bees again, I'll be here! You have my business card. I'll let you see yourself out.

Anna: Thanks! Bye! I will plant tons of flowers!

Bees: Thanks, Anna. (bees spell out the words)

Anna: Sure thing, bees! Oh, and I'm sorry about hitting that hive when I was a little girl.

Bees: We love you, Anna. (bees make a heart sign.)

Anna: Take care, bees! (to herself) Which way is the Metro?

Bees: That way. (they draw an arrow)

Anna: Thanks!

Key Words

| | | |
|------------|-----|--|
| affect | v | to act on (someone or something) and cause a change |
| difference | n | the quality that makes one person or thing unlike another |
| flavor | n | the quality of something that you can taste |
| flower | n | the part of a plant that is often brightly colored, that usually lasts a short time, and from which the seed or fruit develops |
| frame | n | an open structure that holds something |
| lift | v | to move (something or someone) to a higher position (raise) |
| local | adj | relating to or occurring in a particular area, city, or town |
| native | adj | produced, living, or existing naturally in a particular region |
| nectar | n | a sweet liquid produced by plants and used by bees in making honey |
| pollen | n | the very fine usually yellow dust that is produced by a plant and that is carried to other plants of the same kind usually by wind or insects so that the plants can produce seeds |
| protective | adj | used to protect someone or something : giving or meant to give protection |
| smoker | n | a piece of equipment used for making smoke |
| veil | n | something that covers or hides something else |

Quiz - Level 2, Lesson 13- Save the Bees!

Listen. Circle the letter of the correct answer.

1. Why does Caroline use smoke?

- a. To keep other things out of the hive
- b. To help the bees stay calm
- c. To make the bees fly out of the hive
- d. To protect the bees

3. Which of these has a Type 2 conditional?

- a. If I wanted to help the bees, what would I do?
- b. If they don't eat, they won't live.
- c. If you ever want to see the bees again, I'll be here!
- d. If you want to help bees, do those two things.

2. What does Caroline say about the queen bee?

- e. The queen collects nectar from flowers.
- f. She makes honey.
- g. The queen brings pollen to the hive.
- h. She lays the eggs.



Write the name of a classmate or a friend in the first space.
In the second space, write he/she or they. In the third space,
write what you think that person would do in the unreal situation.

Sample: If **Dina** could travel to any place in the world, I think
she would travel to **Paris**.



1. If _____ could meet any world leader, I think _____ would like to meet

_____.

2. If _____ could learn another language, I think _____ would learn

_____.



3. If _____ could have any car in the world,
I think _____ would have a _____.

4. If _____ could be any age for a week, I think _____ would choose to be

_____.

5. If _____ could travel to any country in the world, I think _____ would travel
to _____.



Now write three more sentences using the Type 2 conditional:

If (past tense verb) ...would (simple form of verb)

1.

2.

3.

Imagine you have a crystal ball. It lets you predict what your partner would do in any situation. Write your predictions below.

I predict...



1. If you bought a pet, you would buy a _____.
2. If you were an animal, you would be _____.
3. If you wrote a book, it would be about _____.
4. If you lived anywhere you wanted to, you would live _____.
5. If you had a super power, you would be able to _____.



...you would
be able to fly.

Why not?

No, I would
not like to be
able to fly.

I do not
like high
places

STEP 2

Tell your partner about your predictions. Ask them if they agree with you and why. Then listen to your partner's sentences about you. Tell your partner if the sentences are right or wrong, and why. Write about two or three things you learn about your partner below.

I learned that my partner...

Learning
Strategy
Predict

Use what you know
to make a guess
about what you
will read or hear.

Imagine you have a crystal ball. It lets you predict what your partner would do in any situation. Write your predictions below.

I predict...



1. If you played a musical instrument, you would play _____.
2. If you tried a new sport, you would try _____.
3. If you won a trip around the world for two, you would take _____ with you.
4. If you had any job you wanted in the world, you would be _____.
5. If you were a super hero, your name would be _____.



STEP 2



No, I would not like to be able to fly.

Tell your partner about your predictions. Ask them if they agree with you and why. Then listen to your partner's sentences about you. Tell your partner if the sentences are right or wrong, and why. Write about two or three things you learn about your partner below.

I Learned that my partner...

Learning Strategy

Predict

Use what you know to make a guess about what you will read or hear.



LEVEL 2 LESSON 14 MADE FOR EACH OTHER



Topics

Discussing feelings
Relationships

Prepare Before Class

Print copies of the student Activity Sheet
Print copies of the Connectors handout

Learning Strategy

Self-evaluate

Goals

Connectors: and ... either; and so...
Pronunciations of “either”

Day 1

Introduce the Lesson

Say, “In this lesson, Pete and Ashley have found perfect partners. Anna says she has a new boyfriend but Pete and Ashley don’t believe her. Is he real or not? We will find out.”

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.

As this lesson’s topic is relationships, depending on the maturity of your students, ask students to think of other words in English that describe relationships and friendships. For example, there are similar words to “boyfriend, girlfriend and partner” to describe romantic relationships. Ask students what other words might describe these relationships, like “soul mate, wife, husband, spouse, bride, groom, and so on.” Ask students for words they know that describe friends who do not have romantic feelings for one another, such as “buddy, bestie or pal.”

Present the Conversation

Tell students that the video will show Anna talking with Pete and Ashley about their relationships. 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.

Pete and Ashley are talking about people they love. They are putting two ideas together with connectors.

Let's start with these two sentences: She can't whistle. Pete can't whistle. How do you put them together?

Hunt for Connectors

Pete says, "She can't whistle and I can't either."

You can see we just add the conjunction "either" and take away the verb "whistle." And Ashley says: "I don't like ball sports and he doesn't either!"

Keep looking for connectors!

Comment on connectors

Did you find any other connectors? Notice how the words are in a different order in the part after "so." "I am" becomes "am I" and "he can" becomes "can he."

"He's good at flying kites and so am I. I can play the ukulele and so can he."

Connectors Activity

In this activity, students will talk with other students to find someone with the same likes or dislikes. The goal is to practice using the words "and... either" and "and... so."

Give an example from this lesson's conversation. "Let's start with and... either. Pete says, 'She can't whistle and I can't either.' That is how we connect two sentences with a negative

idea. Here is how it works.” Write these two sentences on the board:

I cannot fly.

You cannot fly.

Continue: “We can connect these two sentences like this:” Write below the two sentences:

I cannot fly and you cannot either.

Explain: “We can also join two sentences with a positive idea. Here is how it works.” Write these two sentences on the board:

I like ice cream.

You like ice cream.

Continue: “We can connect these two sentences like this.” Write below the two sentences:

I like ice cream and so do you.

Give students the Connectors handout. Read the instructions aloud. Ask students to walk around among their classmates to learn about their likes and dislikes. Have a few students share their sentences with the class or with a partner if time allows.

Day 3

Learning Strategy

Say, “The learning strategy for this lesson is self-evaluate. That means to think about how well you are learning and about how your strategies for learning are working. We can ask questions like, ‘Do my strategies help me learn more easily?’ when we self-evaluate.”

Continue, “In this lesson, Anna self-evaluates when she thinks about lying to her friends Ashley and Pete. She knows it was wrong to lie. After she self-evaluates, she goes back to tell Ashley and Pete the truth.”

Have students turn to their neighbor and ask, “How about you? How do you evaluate yourself when you are learning or using English? Do you check your progress by quizzing yourself or taking a test? Or do you think about a recent conversation in English and ask yourself how well you did?” Ask for a few responses if students are willing to share them with the class.

Activity

Explain that this activity will ask students to think of decisions they might make and then think about them using the strategy Self-evaluate.

See if there is an equal number of students and pair them. Assign half to be Student A and the other half to be Student B. Hand them the appropriate A or B version of the Activity Sheet for this lesson.

Explain the example: “Step One is to look at the picture. Think of the situation. In the example, the picture shows that someone forgot their wallet. Think of how you would respond. The sample answer we see here is, ‘I would try to give the wallet back to the person.’ Then look at the other pictures. Choose two to answer. You will write your answer in the box.”

Tell students, “Step Two is to share the situations with your partner. You will explain your decision and why you made it. For this step, the example says, ‘I would be happy if it was my wallet and someone returned it.’ Ask your partner what they would say for your situations. Then listen to the situations they responded to.”

If time allows, ask students to find another pair and discuss their responses as a group. Ask students to answer this question: “What have you learned about yourself from this activity?”

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. Pete says, “I’m showing Ashley pictures of my girlfriend. We have so much in common -- even small things. She can’t whistle and I can’t either.”

The question is: What is one thing that Pete says?

2. Anna says, “Thanks, Ashley, but he’s really busy tonight with his uh, squirrel collection. Bye, guys! Gotta go!”

The question is: What is the one thing they say about Buster Carter?

3. Anna says, "I'm sorry. But later I really did meet someone and we have a lot in common!"
The question is: What does Anna tell her friends?
4. Pete says, "You know, she made all that up."
The question is: What do Anna's friends seem to think?
5. First, read the question: "Tell a friend about Anna's new boyfriend. Use a connector correctly. Which sentence would you use?"
Then, read these four sentences: "He likes to read comics and so likes she." "She can play the ukulele and so plays he." "He's good at flying kits and so is she." "She takes the train and he too does."

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: "My sister doesn't like hot weather and I don't either. We both have the same feeling about pets. My sister loves dogs and I do, too."

Here is the writing prompt:

Tell how you and a friend or a family member have something in common and something that is different between you. Use the sentence structures "and so do I" and "and I don't either."

If time allows, have students exchange their writing with another student and discuss what they read. They may add drawings or pictures cut from magazines to their work. After reviewing it, you can put their work on the walls of the classroom.

Conversation

Anna: Hello! What are you guys looking at?

Pete: I'm showing Ashley pictures of my girlfriend. We have so much in common -- even small things. She can't whistle and I can't either.

Ashley: (to Pete) And here's a picture of my boyfriend. (sighs)

Ashley: My family is big and so is his. I don't like ball sports and he doesn't either! (sighs) We are made for each other ...

Pete: ... and so are we. (sighs)

Anna: Uh... you have found perfect partners ... and so have I!

Ashley: You met someone, Anna? That's great! What's his name?

Anna: His name? His name is uh... (stalling, looks around, sees a bus) Bus ... ter. (stalling, looks around, sees a car) Car ... ter.

Ashley: (says it like Anna did) Bus...ter Car...ter?

Anna: It's just Buster Carter, Ashley. I like him and he likes me. We're a great couple.

Ashley: Hey, let's all get dinner tonight, together. You can bring Buster.

Pete: (laughing) Yeah, I can't wait to meet him.

Anna: Thanks, Ashley, but he's really busy tonight with his uh, (looks around, sees squirrel) squirrel collection. Bye, guys! Gotta go!

Ashley: Squirrel collection?

Pete: You know, she made all that up.

Ashley: That's so sad. She needs to meet someone. Hey, do you know anyone who she might...

Pete: No.

Anna: (to herself) Anna, Anna, you lied! You lied! Now, they think you have a boyfriend - with a squirrel collection. Here, squirrel. (throws food) Well, you need to tell them the truth. You don't have a boyfriend.

Man: Excuse me, is this seat taken?
(Anna shyly shakes head "no")

Anna: Ashley, Pete, I need to talk to you. This morning, I lied.

Pete: Let me guess. There's no Buster Carter. What a surprise!

Anna: I'm sorry. But later I really did meet someone and we have a lot in common!
He's good at flying kites and so am I.
He likes to read comics and so do I.
I can play the ukulele and so can he.

Ashley: He sounds perfect for you, Anna. Can he come tonight?

Anna: That's the sad part. You see, he just got a job as a spy, and tonight he leaves on assignment.

Pete: Of course he does.

Anna: But that's okay, because now I know that there is someone out there made for me. (looks at the time) Oh, it's late! I have to see him off at the train station. Bye, you guys!

Ashley: Bye Anna! Oh dear, she's worse than we thought.

Pete: She's lost her mind.

Ashley: What should we do?

Pete: (happy, excited) Let's tell her!
(Pete goes to leave but Ashley pulls him back.)

Ashley: No, Pete. Mr. Right may not be real but he makes her really happy.

Key Words

| | | |
|---------------------|---------------------|--|
| boyfriend | <i>n</i> | a man that someone is having a romantic or sexual relationship with |
| collection | <i>n</i> | a group of interesting or beautiful objects brought together in order to show or study them or as a hobby |
| couple | <i>n</i> | two people who are married or who have a romantic or sexual relationship |
| girlfriend | <i>n</i> | a woman that someone is having a romantic or sexual relationship with |
| in common | <i>expression</i> | people who have something in common share interests, beliefs, attitudes, or opinions |
| kite | <i>n</i> | a toy that is made of a light frame covered with cloth, paper, or plastic and that is flown in the air at the end of a long string |
| lie | <i>v</i> | to say or write something that is not true in order to deceive someone |
| make (something) up | <i>phrasal verb</i> | created from the imagination or not true or real |
| Mr. Right | <i>expression</i> | the ideal future husband |
| partner | <i>n</i> | someone's husband or wife or the person someone has sexual relations with |
| squirrel | <i>n</i> | a small animal with a long tail and soft fur that lives in trees |
| see (someone) off | <i>phrasal verb</i> | to go to an airport, train station with (someone who is leaving) in order to say goodbye |
| truth | <i>n</i> | the real facts about something |
| whistle | <i>v</i> | to make a high sound by blowing air through your lips or teeth |

Quiz - Level 2, Lesson 14- Made for Each Other

Listen. Circle the letter of the correct answer.

1. What is one thing that Pete says?
- a. He has a new girlfriend named Ashley.
 - b. His girlfriend does not know how to whistle.
 - c. He dislikes some small things about his girlfriend.
 - d. Anna forgot about today's meeting.

4. What do Anna's friends seem to think?
- a. The man that she met is not a spy.
 - b. Anna did not truly meet a man.
 - c. The man is worse than Buster Carter.
 - d. Anna has not met the right man yet.

2. What is one thing they say about Buster Carter?
- a. He wants to have dinner with Ashley and Pete.
 - b. Buster Carter is busy with his squirrel collection.
 - c. He can't wait to meet Anna's friends.
 - d. Anna's boyfriend's real name is not Buster Carter.

5. Tell a friend about Anna's new boyfriend. Use a connector correctly. Which sentence would you use?
- a. He likes to read comics and so likes she.
 - b. She can play the ukulele and so plays he.
 - c. He's good at flying kits and so is she.
 - d. She takes the train and he too does.

3. What does Anna tell her friends?
- a. Anna says she does not love Buster Carter.
 - b. She lied about Buster's squirrel collection.
 - c. Anna says Buster Carter likes to read comics.
 - d. She did meet someone but it is not Buster.



Go around the room and talk to several students. Find someone in the room who is the same as you in some way, either in their likes or dislikes. Write sentences that practice the connectors (and... either, and.... so).

Find someone who has the same number of pets as you do.

Example Sentences:

Mark has 3 pets and so do I.

Mark doesn't have any pets and I don't either.



Find someone who likes the same season as you do.

Find someone who likes or dislikes the same color as you do.



Find someone who dislikes the same food as you do.

Find someone who has the same number of brothers and sisters as you.



Find someone who likes the same hobby as you do.

Choose two situations. Write what you would decide and what you think of your decision.



If you saw someone drop their wallet, what would you do? What do you think of your choice?

I would try to give the wallet back to the person. I would be happy if it was my wallet and someone returned it.
I think this decision is the right thing to do.

You made plans to see someone after school but you forgot and went home. What do you think you should do?



Have you ever seen someone being bullied? What did you do? What do you think of your choice?



How often do you help around the house? Do you think you could help more? What do you think of how much you help?



STEP 2

Talk with your partner about one or two decisions. Share your self-evaluations.



VOA LEARNING ENGLISH
STUDENT B
STEP 1



Choose two situations. Write what you would decide and what you think of your decision.



If someone forgot their wallet, what would you do?

I would try to give the wallet back to the person. I would be happy if it was my wallet and someone returned it.
I think this decision is the right thing to do.

Your teacher says you do not spend enough time on your school work. What change can you make to how you manage your time? What do you think of your decision?



One of your friends wants you to do something dangerous. What would you do and what do you think of your decision?

A friend tells you a secret, but it is important to tell someone else. What would you do? What do you think of this decision?



STEP 2

Talk with your partner about one or two decisions. Share your self-evaluations.



LEVEL 2 LESSON 15 BEFORE AND AFTER



| Topics | Prepare Before Class |
|---------------------|--|
| Describing exercise | Print copies of the student Activity Sheet Print copies of the Adverb Clauses handout |
| Learning Strategy | Goals |
| Access resources | Adverb clauses (using even though, when, since, if, before, after, because) |

Day 1

Introduce the Lesson

Say, “In this lesson, Anna hires a trainer to get back into shape. Her trainer does not read her application carefully. So, he offers her a workout program that she does not enjoy. In this lesson, you will learn how to use phrases to make adverb clauses using ‘even though,’ ‘when,’ ‘since,’ ‘if,’ ‘before,’ ‘after’ and ‘because.’”

If your students are adults, ask them if they ever wanted to learn a sport or physical activity. For younger students, ask what sports or physical activities they know and enjoy.

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.

As this lesson’s topic is training and parkour, ask students if they have seen videos of extreme sports that involve jumping over obstacles. Explain that the word “parkour” originally described a kind of military obstacle course training. Now it describes a sport where people jump over things in a park or city setting. If you wish to show videos, see parkour.com.

Present the Conversation

Tell students that the video will show Anna hiring a trainer to improve her ability to speed walk. 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.

Anna and Penelope are doing something they both love -- speed walking! They are also using adverb clauses.

Adverb clauses tell us when, why, how, where and under what conditions.

*Introducing
adverb clauses*

For example, in “We’ve been speed walking since 8 a.m.” “since 8 a.m.” tells us when.

Adverb clauses are dependent clauses and need an independent clause to make a complete sentence.

Words like before, after, when, because, since, if and even though can signal an adverb clause.

Adverb Clauses Activity

In this activity, students will practice adverb clauses. Begin with an explanation of adverb clauses: “You learned about connectors in our previous lesson. In this lesson we will connect two ideas together in a different way. We can do this, as Professor Bot says, to answer the questions when, why, and how. Look at these two sentences.” Write on the board:

I ate dinner.

I did my homework.

Continue: “Imagine someone asked you, ‘When did you do your homework?’ To answer you

can put the two ideas together with the adverb, ‘after.’ You make an adverb clause this way.” Write on the board:

After I ate dinner, I did my homework.

Point out the way the sentence is written. “Here you see that we begin the sentence with ‘after.’ Note that there is a comma between the two ideas in our new sentence.”

Explain the activity. “In this activity we will practice using adverb clauses with ‘before,’ ‘after,’ ‘since,’ ‘when,’ and ‘because.’”

Give students the Adverb Clauses handout. Demonstrate the example by having a student read the question and choose another student to answer. Guide students to complete the handout and then check the sentences together.

Day 3

Learning Strategy

Say, “The learning strategy for this lesson is Access Resources. That means finding help as you learn. Sometimes that help can come from a book or an electronic dictionary. At other times, you can find help from other learners or teachers.

Continue, “In this lesson, Anna looks for help from a personal trainer. She has forgotten how to speed walk well. Penelope thinks that the trainer can help Anna, so she gives Anna his card. Anna accesses resources when she asks the trainer for help.”

Ask students, “There are many resources you can access as you learn English. Which ones work best for you? Do you use online dictionaries or grammar guides? Do you work with friends who are good at English?”

List some of the resources students mention on the board or a sign to post on the classroom wall to remind them of the strategy in future lessons.

Activity

Prepare for this activity by surveying the class. Ask “What sports do you do?” Have students volunteer to answer or, if the class is large, name common sports in your area and have students raise hands if they participate in the sport.

Choose a student to tell you the steps they take when they participate in the sport. Take running for example:

“Before I run, I stretch. After I stretch, I need to put on my running shoes. Before I run, I need to tie my shoes. After I run, I need to take a shower because I smell. I have been running since I was young.”

Pair students and hand all the Activity Sheet. Explain that they should begin by choosing a sport and telling what they do before, during, and after they take part in the sport. The sports on the sheet are: track, recumbent cycling, wheelchair basketball, running, table tennis / ping pong, tennis, soccer / football, swimming, fencing, and cycling. After they tell their first partner, let them know they can find a partner who takes part in a different sport to talk with.

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. Anna says, “Penelope, even though we both love speed walking, could we slow down a bit?” Then Penelope says, “No way! I think because I’m walking with you, I’m walking faster.” Anna says, “Come on, Penelope. Let’s take a break. We’ve been speed walking since 8 a.m.! You’re so competitive! You even wore your medals!”
The question is: What is one thing that Anna wants to do?

2. Ask students, “Which of these clauses is an adverb clause?” Read the sentences below aloud.
 - a. *When we were little girls*
 - b. *Even though we both love speed walking*

- c. If both feet leave the ground
 - d. All of these examples are adverb clauses.
3. Anna says, “Wow, Penelope, you’re still really fast! Since I’ve been working in an office, my speed walking has been much slower. Then Penelope says “You are slower, Anna. Maybe you should hire a personal trainer.”
The question is: What does Penelope suggest that Anna do?
4. Anna says, “That’s great but what about speed walking?”
Alaskan Albert says, “Speed walking? That’s funny! Since I’ve been living in the city, I’ve combined wilderness training with a city workout. I call it “Call of the Wild Parkour!” (He howls like a wolf.)
The question is: What is Call of the Wild Parkour?
5. Anna says, “I’m bad at Call of the Wild Parkour because I don’t want to do Call of the Wild Parkour! (she howls) I am a speed walker. It’s what I do. It’s part of who I am.”
Alaskan Albert says, “Now I understand. Anna.”
The question is: What does Alaskan Albert finally understand about Anna?

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: “Many people in my town like to run in the park. Before the runners go out, they like to stretch. If they stretch, they can run faster. After they run, they feel healthy.”

Here is the writing prompt:

Think about the city or town where you live. Share what kinds of exercises people like to do. Use adverbial clauses to describe what exercises people do in your city or town. Tell about your own exercise program.

If time allows, have students exchange their writing with another student and discuss what they read. They may add drawings or pictures cut from magazines to their work. After reviewing it, you may put their work on the walls of the classroom.

Conversation

- Anna: Penelope, even though we both love speed walking, could we slow down a bit?
- Penelope: No way! I think because I'm walking with you, I'm walking faster.
- Anna: Come on, Penelope. Let's take a break. We've been speed walking since 8 a.m.! You're so competitive! You even wore your medals!
- Penelope: You brought your trophies! You're out of shape. When we were little girls, we could speed walk all day! (pulls ahead)
- Anna: (chases her) Hey, wait for me! Hey, you know the speed walking rules! If both feet leave the ground, it's running! You ran!
- Penelope: Whew! That was great!
- Anna: (Anna catches up) Wow, Penelope, you're still really fast! Since I've been working in an office, my speed walking has been much slower.
- Penelope: You are slower, Anna. Maybe you should hire a personal trainer.
- Anna: That will be great. As long as the trainer understands speed walking.
- Penelope: (hands her a business card) Try this company. After you fill out an online application, they will match you to the perfect trainer.
- Anna: As soon as I get home tonight, I'll do it! Thanks.
- Anna: Are you my trainer?
- Albert: If you're Anna, then I'm your trainer -- Alaskan Albert. Because I'm from Alaskan wilderness, I'm skilled in all outdoor activities of the wild.
- Anna: That's great but what about speed walking?
- Albert: Speed walking? That's funny! Since I've been living in the city, I've combined wilderness training with a city workout. I call it "Call of the Wild Parkour!" (He howls like a wolf.)
- Anna: Okay ... but seriously, when do we speed walk?
- Albert: Your application did not say how funny you are!
- Anna: No. But it did say that I'm a speed walker! Did you read it? Forget it. We'll have to cancel.
- Albert: Why?
- Anna: We can't train today because it's too cold and too windy.

- Albert: No way! No pain, no gain! When you exercise in really cold weather, you feel alive!
- Anna: Really? Because right now I just feel cold.
- Albert: You're so funny. But seriously, after our training, you will be ready for any extreme physical challenge. Let's get started!
(He leads Anna through some parkour exercises.)
- Albert: Anna, even though you're trying really hard, you're really bad at Call of the Wild Parkour. (he howls)
- Anna: I'm bad at Call of the Wild Parkour because I don't want to do Call of the Wild Parkour! (she howls) I am a speed walker. It's what I do. It's part of who I am.
- Albert: Why didn't you say something?
- Anna: I did. Several times! You thought I was joking.
- Albert: Now I understand. Anna, I can help you. If you follow my advice, I'll put the speed back in your speed walk.
(He shows her how to improve her speed walking)
- Albert: Go, Anna, go!

Key Words

| | | |
|------------------|---------------------|---|
| advice | <i>n</i> | an opinion or suggestion about what someone should do |
| application | <i>n</i> | a formal and usually written request for something |
| challenge | <i>n</i> | a difficult task or problem or something that is hard to do |
| competitive | <i>adj</i> | having a strong desire to win or be the best at something |
| extreme | <i>adj</i> | (sports) unusual and dangerous |
| fill out | <i>phrasal verb</i> | to complete something by providing necessary information |
| follow | <i>v</i> | to be guided by (something) |
| no pain, no gain | <i>expression</i> | If you want to improve, you must work so hard that it hurts |
| parkour | <i>n</i> | the activity or sport of moving rapidly through an area, typically in an urban environment, negotiating obstacles by running, jumping, and climbing |
| personal trainer | <i>n</i> | a person who teaches or coaches athletes or animals |
| physical | <i>adj</i> | relating to the body of a person instead of the mind |
| skilled | <i>adj</i> | having the training, knowledge, and experience that is needed to do something |
| though | <i>adv</i> | used when you are saying something that is different from or contrasts with a previous statement |
| wild | <i>n</i> | a wild, free, or natural place, state, or existence |

Quiz - Level 2, Lesson 15 - Before and After

Listen. Circle the letter of the correct answer.

1. What is one thing Anna wants to do?

- a. Change the speed walking rules.
- b. Have a competition with Penelope.
- c. Take a break from speed walking.
- d. Begin their morning exercises later.

4. What is Call of the Wild Parkour?

- a. A style of speed walking the trainer created
- b. Wilderness training combined with a city workout
- c. A type of workout intended for cold weather
- d. Painful exercises that help you get into shape

2. Which of these clauses is an adverb clause?

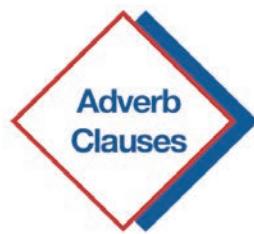
- a. When we were little girls
- b. Even though we both love speed walking
- c. If both feet leave the ground
- d. All of these examples are adverb clauses.

5. What does Alaskan Albert finally understand about Anna?

- a. She has a lot questions about the workout.
- b. She will never be good at doing exercise.
- c. She does not follow his directions very well.
- d. She only wants to improve her speed walking.

3. What does Penelope suggest that Anna do?

- a. Join a speed walking company.
- b. Hire a personal trainer.
- c. Take an online exercise course.
- d. She suggests all of these.



Look at the question with each picture.
Write a sentence using *before*, *after*, *since*,
when or *because* to answer it.

Example: When do we usually see a rainbow?

After it rains, we usually see a rainbow.



1. Why do bike riders wear a helmet?

_____.

2. Since when has the woman been at work?

_____.



3. When do people have to shovel snow?

_____.

4. What do you put in your tea before you drink it?

_____.



5. When does she put on sunscreen?

_____.

STEP 1

Choose a sport and tell your partner what you do when you take part in it. Answer: What do you do before the sport? What do you do while playing the sport? What about afterwards? You may choose a sport that you like that is not in the pictures.

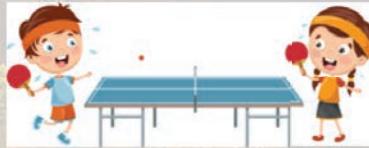
After I run track,
I have a cold drink.



When I race, I
always watch out
for traffic.



Before I
play basketball, I
get in my
sport chair.



STEP 2

Find another classmate who participates in a different sport. Ask them to tell you what they do before, while, and after they do the sport.



LEVEL 2 LESSON 16 FIND YOUR JOY!



Topics

Discussing fulfillment
Discussing habitual actions

Prepare Before Class

Print copies of the student Activity Sheet.
Print copies of the Habitual Past handout.

Learning Strategy

Personalize

Goals

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 | n | the part of a building that is entirely or partly below the ground |
| cafeteria | n | a place where people get food at a counter and carry it to a table for eating |
| elevator | n | a machine used for carrying people and things to different levels in a building |
| escalator | n | a machine used for carrying people and things to different levels in a building |
| form | n | a document with blank spaces for filling in information |
| joy | n | a feeling of great happiness |
| joyful | n | full of joy |
| key | n | something that provides a solution or explanation |
| life coach | n | a person who counsels and encourages people on matters about their careers or personal challenges |
| Lost & Found | n | 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 | n | a feeling of calm and peacefulness ("Serenity" is also the name of the life coach) |
| state | n | 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: _____

Age: _____

Age: _____

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.



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.



LEVEL 2 LESSON 17 FLOUR BABY, PART 1

VOA LEARNING ENGLISH

Topics

Interpreting information and advice
Providing instructions

Prepare Before Class

Print copies of the student Activity Sheet.

Learning Strategy

Rehearse

Goals

Using reflexive pronouns

Day 1

Introduce the Lesson

Say, “In Lesson 17, Ms. Weaver gives Anna and Pete a new assignment: Make a show about single parents. But first, she wants them to try out parenting for themselves. Today, you will learn about how to interpret information given to you, give advice and provide instructions.”

Ask students if they have ever taken care of a baby or a younger member of their family. Explain, “Taking care of a child means you take responsibility for their safety. In this lesson ,we see how Anna and Pete handle their responsibility.”

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 of the vocabulary words for this lesson is the reduced form “gonna.” Ask students if they use this word in speaking or in writing. Let them know it should not be used in writing, except in informal writing or when recording a person’s exact words. Ask students what other reduced forms they know, such as “wanna,” “hafta” and “gotta.” Write the full forms on the board: going to, want to, have to and got to.

Present the Conversation

Tell students that the video will show Ms. Weaver meeting with Anna and Pete. 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.

You may be asking yourself the same thing that I'm asking myself: what is Ms. Weaver talking about!? I am sure we will find out shortly.

This lesson teaches reflexive pronouns.

Introducing reflexive pronouns

Reflexive pronouns refer back to the subject of a sentence or clause. We use them when the subject and the object are the same person or thing.

For example, Ms. Weaver says, “I asked myself the same question.”

“I” is the subject and “myself” refers back to it. Here, she would not use the pronoun “me.” You need to use the reflexive pronoun “myself.”

Hunt for reflexive pronouns

Reflexive pronouns are easy to find: they end in “self” or “selves.” I have a feeling we are going to see a lot of reflexive pronouns. Listen for them!

List of reflexive pronouns

| | Reflexive Pronouns |
|---------------------|--------------------|
| myself | itself |
| yourself/yourselves | ourselves |
| himself /herself | yourselves |
| oneself | themselves |

More on singular and plural reflexive pronouns

Singular reflexive pronouns end in “self.” Plural ones end in “selves.” Anna says, “We need to throw ourselves into the research!” The subject “we” is plural. So, we must use the plural reflexive pronoun “ourselves.”

Comment

Professor Bot: We will all see how Pete is doing in the next episode. We'll also learn when not to use reflexive pronouns.

Reflexive Pronouns Activity

In this activity, students will practice using reflexive pronouns. Expand on the explanation above: “A reflexive pronoun can be a direct object, indirect object or an object of the preposition.” Write the following on the board and underline the reflexive pronouns:

Direct Object: A baby cannot take care of itself.

Indirect Object: I asked myself the same question.

Object of the Preposition: Anna and Pete are experiencing parenthood for themselves.

Continue: “Sometimes, we use reflexive pronouns simply to emphasize the person or thing in the sentence. In this case, the reflexive pronoun often appears at the end of the sentence.” Write on the board:

To show emphasis: Anna took care of the baby herself.

Have students line up in two equal rows using one of the methods described in the How-to guide. Give the Student A Reflexive Pronouns handout to the students in one row. Give the Student B handout to the students in the other row.

Explain: “First, complete the sentences you have on your sheet with the reflexive pronouns in the box. Then ask your partner the questions from your sheet. Your partner will use the sentences they wrote to respond. After you each have a turn, write two more sentences using reflexive pronouns. Collect the handouts or check the sentences as a class.

Learning Strategy

Say, “The learning strategy for this lesson is Rehearse. That means to do something - maybe a difficult thing - by yourself before you do it for others. Before making a video or a film, the actors rehearse the things they say in TV shows or movies. News reporters also rehearse what they say on the radio or on television.”

Continue, “In this lesson, Ms. Weaver tells Anna and Pete that she wants them to do a show about single parents. To help them understand what it is like to be a parent, she asks them to take care of a bag of flour for a week. This is a kind of rehearsal. Have you ever carried a paper bag of flour? If you have, you will know that it is easy to break the bag and spill the flour. So in some school classes on parenting, young people have to care for a bag of flour. This helps them rehearse the skills they need as parents.”

Ask students, “Do you sometimes rehearse what you want to say in English? If so, how do you do it? Before you give a presentation in class, do you practice at home? If you have done that, did it help you be more confident when you gave the presentation?”

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

Activity

Put students into groups of three or four using one of the methods described in the How-to guide.

Explain the activity. “This activity will help you practice the strategy Rehearse. We will make groups and plan a short play. You will have time to rehearse with your group before you perform it.”

Hand out the Activity Sheet. Explain that for Step One, the group should choose a topic or write one for themselves. Let them know how much time they have to rehearse. Depending on the size of your class, either allow enough time for each group to perform or put one or more groups together and have the groups perform for their classmates in one or two other groups.

Continue: “For Step Two, think about how this strategy helped you and your group. Write about it in the box at the bottom of your sheet.”

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. Anna says, "This is a great idea, Ms. Weaver!" Then Pete says, "This is a terrible idea." Anna is talking about the flour babies when she says, "We need to throw ourselves into the research! I'm starting right now!"
The question is: What does Pete think is a terrible idea?

2. Ms. Weaver says, "Anna, Pete, I have a new assignment for you -- a show on single parents! What is it like for a mother or a father to raise a child by herself or himself?" Later she says, "You need to experience parenthood yourselves."
The question is: What does Ms. Weaver want Anna and Pete to do?

3. Ms. Weaver says, "Here are your babies! For the next six days, this is your baby. Here are your instructions. Do not leave your babies alone. A baby cannot take care of itself. And you two must do everything by yourselves. We will meet next Friday. Oh, and the person who does the best research will get an extra day of vacation."
The question is: What is one thing Ms. Weaver tells Pete and Anna about their "babies?"

4. Anna says, "This is a great idea, Ms. Weaver!" then Pete says, "This is a terrible idea." Anna is talking about the flour babies when she says, "We need to throw ourselves into the research! I'm starting right now!"
The question is, What does Pete think is a terrible idea?

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. If students need help with ideas for things to write about, you may suggest cooking or baking something, cleaning the house, throwing a party, growing something, learning a language or learning to play an instrument. Here is the writing prompt:

Write about something you have accomplished by yourself. Explain how you decided to do it and how doing it alone was different from working with others.

If time allows, have students exchange their writing with another student and discuss the accomplishment that they have described.

Conversation

Ms. Weaver: Anna, Pete, I have a new assignment for you -- a show on single parents! What is it like for a mother or a father to raise a child by herself or himself?

Anna: We can interview single parents. They can share their experiences themselves.

Ms. Weaver: Yes, but you need to experience parenthood yourselves.

Anna: Ourselves?

Peter: Yeah, how do we do that? We're not parents.

Ms. Weaver: I asked myself the same question. I said, "Caty, how are they gonna do that?" Then an idea came to me. I will give you the babies!

(Pete and Anna continue their meeting with Ms. Weaver. She puts two bags of flour on the table. Pete and Anna still look confused.)

Ms. Weaver: Here are your babies!

Pete: Those are bags of flour.

Ms. Weaver: No, Pete, for the next six days, this is your baby. Here are your instructions. Do not leave your babies alone. A baby cannot take care of itself. And you two must do everything by yourselves. We will meet next Friday. Oh, and the person who does the best research will get an extra day of vacation. Help yourself to a baby.

Anna: Pete, look, my baby is organic and whole grain. Your baby is ordinary.

(Pete pushes her flour baby off desk.)

Anna: (to Pete) Monster! (to Caty) This is a great idea, Ms. Weaver!

(Pete and Anna are now outside.)

Pete: This is a terrible idea.

Anna: Speak for yourself, Pete! We need to throw ourselves into the research! I'm starting right now!

(She leaves but forgets her Flour Baby.)

Pete: Hey, Anna, you forgot your baby!

(She turns and looks at Pete.)

Anna: Come to mama!

(The bag of flour flies at her. She catches it.)

Anna: Good girl! Good girl!

(The parenting research begins. Anna tries to open a baby stroller but can't. A man walking by helps her. She pushes Flour Baby in the stroller but it falls out. On another day, she jogs with it. After several days, she is tired!)

Anna: This is hard! I hope Pete is not doing well. I really need that vacation day!

Key Words

| | | |
|--------------------------------|-------------------|--|
| experience | <i>n</i> | the process of doing and seeing things and of having things happen to you |
| gonna | <i>informal</i> | In casual conversation, most Americans change “going to” to “gonna” |
| instructions | <i>n</i> | statements that describe how to do something |
| monster | <i>n</i> | an extremely cruel or evil person |
| ordinary | <i>adj</i> | normal or usual |
| parenthood | <i>n</i> | the state of being a mother or father |
| refer | <i>v</i> | to have a direct connection or relationship to something |
| single | <i>adj</i> | not married or not having a serious romantic relationship with someone |
| speak for yourself | <i>expression</i> | something you say to someone to say that the opinion that they have just expressed is not the same as your opinion |
| stroller | <i>n</i> | a small carriage with four wheels that a baby or small child can ride in while someone pushes it |
| terrible | <i>adj</i> | very shocking and upsetting |
| throw (reflexive pronoun) into | <i>phrase</i> | to begin to do something with great energy and determination |

Quiz - Level 2, Lesson 17 - Flour Baby

Listen. Circle the letter of the correct answer.

- | | |
|---|--|
| <p>1. What does Ms. Weaver want Anna and Pete to do?</p> <p>a. Talk on a show about their lives as single parents. b. Create a new show about single parenting. c. Interview local single mothers and single fathers. d. Ms. Weaver wants them to do all these things.</p> | <p>3. What is one thing Ms. Weaver tells Pete and Anna about their “babies”?</p> <p>a. They cannot leave their “babies” alone b. They have to take care of the “babies” together. c. They should take the “babies” on vacation. d. They must bring their “babies” to the next meeting.</p> |
| <p>2. Which of these sentences contains a reflexive pronoun?</p> <p>a. They can share their experiences themselves. b. I asked myself the same question. c. Yes, but you two need to experience parenthood yourselves. d. All of these sentences contain a reflexive pronoun.</p> | <p>4. What does Pete think is a terrible idea?</p> <p>a. Having a show with Anna b. Doing research on single parenting c. Taking care of a bag of flour d. He thinks these are all terrible ideas</p> |



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Student A

myself
yourself
himself /herself / itself

ourselves
yourselves
themselves



Use a word from the box above to fill in the blanks in the sentences below. Then, choose a sentence to respond to what your partner says.

1. Maybe she should buy _____ a new one.
No, I should have done the work _____.
No, they are giving _____ a rest today.
We really enjoyed _____ at the beach.
Why don't you introduce _____ to them?
Yes, but now she is washing _____.



Ask your partner a question from Box 2. Write their answer below the question.

2. What do you do when you are hungry?

Is it raining now?



What made the little girl cry?



Where did the visitors go?

Who helped Jamie make the coffee?



Why does your computer have a black screen?

Now, write two sentences using reflexive pronouns by yourself.

Ask your partner a question from Box 1.
Write their answer below the question.

1. Are the kids playing basketball this afternoon?

Did the workers do a good job?



Did your cat get dirty today?



How was your vacation with your family?

I want to meet the new students.

My friend has a bad wheel on her bike.



| | |
|---|---------------------------------------|
| myself yourself himself /herself / itself | ourselves yourselves themselves |
|---|---------------------------------------|

Use a word from the box above to fill in the blanks in the sentences below. Then listen to your partner. Answer with one of these sentences.

2. Jamie made the coffee by _____.



You should go out and see for _____.



I make _____ something to eat.



The computer turned _____ off.



She hurt _____ falling from the chair.

They let _____ out of the gate.

Now, write two sentences using reflexive pronouns by yourself.



With your group, choose one suggestion for a roleplay or make up one for yourselves. Rehearse the roleplay. Then perform it for your class or another group.

You are eating in a restaurant. The server tells you about the specials and takes your order. There is a problem in the kitchen so the cook cannot make the things you want.

One person is the leader of a company. The others are interviewing for a job. Decide what the job is and what your skills are. Have interviews and see who gets the job.

There will be an election for class president. Have a debate where two or more candidates tell about what they would do if elected. Ask the class to vote for the president they would choose.

One person is a famous celebrity who has come to visit your town. The others are reporters who interview the person. Find out why the celebrity is visiting and what they will do while in your town.

There was a fire or a crime on your street. A reporter comes to talk with the people who live nearby to find out what happened.

One person hit their head and forgot everything. The others are doctors and nurses. Help the person remember who they are. (Or imagine who the person might be.)

In the box below, write about how rehearsing your roleplay helped you to perform it. Did you feel more confident? Will you rehearse at other times?

**Learning
Strategy**

Rehearse

Practice doing something by yourself before you do it for others.



LEVEL 2 LESSON 18 FLOUR BABY, PART 2



Topics

Following instructions
Describing an accident

Prepare Before Class

Print copies of the student Activity Sheet
Bring several small objects or wrapped hard candies for object pronoun practice

Learning Strategy

Evaluate

Goals

When not to use reflexive pronouns
Use object pronouns

Day 1

Introduce the Lesson

Say, “In Lesson 18, Anna and Pete complete their parenting experiment. But which one did a better job? And who will win the extra day of vacation? Today, you will learn how to describe different kinds of accidents and to follow instructions.”

Ask students if they have ever taken a First Aid course. If so, ask some students to give examples of some accidents for which they know how to give first aid.

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.

Since this lesson includes some words that relate to child care, you may ask students to choose some words from the vocabulary list and make sentences about their own experiences caring for a younger person. For example, “I fed my baby brother with a bottle. Then I baked cookies for us.”

Present the Conversation

Tell students that the video will show the end of Pete and Anna's parenting experience. 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.

In Part 1 of this two-part lesson, Ms. Weaver gave Anna and Pete an assignment. Ms. Weaver instructed them to do everything by themselves.

Introduction

"Themselves" is a reflexive pronoun.

In today's lesson, Ms. Weaver will look at Pete's and Anna's research. First, let's see Pete's experiment.

When not to use reflexive pronouns review

Okay. So, we use a reflexive pronoun when it refers to the subject of a sentence or clause. But we DON'T use a reflexive pronoun with prepositions of place. Anna uses examples of both in one sentence: "While I was making myself dinner, I put Baby next to me."

We use a reflexive pronoun in the first part of the sentence. "Myself" refers to the subject "I." But in the second part of the sentence, we don't use a reflexive pronoun in the prepositional phrase. We use the pronoun "me." Why? "next to" is a preposition of place.

Final comment

So, what have we learned? We've learned when to use reflexive pronouns and when not to.

Object Pronouns Activity

For this activity, you will need some small object that you know students can name in English: an eraser, a marker, scissors, a key or small wrapped candies which students can eat after the activity is finished. Ask students to look in the conversation for examples of reflexive pronouns and object pronouns. Remind students of the object pronouns by writing them on the board or saying them:

| Singular | Plural |
|----------|--------|
| me | us |
| you | you |
| him | them |
| her | |
| it | |

Ask students: “Circle the sentences in the conversation with reflexive pronouns. Tell me a sentence with a reflexive pronoun.” Have students come to the board and write the sentences they found, underlining the reflexive pronouns as shown below.

I was making myself a salad.

While I was making myself dinner, I put Baby next to me.

Anna, you should be very proud of yourself.

I made them myself this morning.

You should be ashamed of yourself!

Pete, will you listen to yourself?

Continue: “Now tell me the sentences you found with object pronouns.” Have students write the sentences on the board and underline the object pronouns.

And I fed her every three hours.

I put my flour baby in front of me.

And then I accidentally stabbed it.

But I gave it first aid!

I put Baby next to me.

I accidentally knocked her into the sink.

So I put her in the microwave to dry.

I made them myself this morning.

I baked them at the end of the experiment, Pete.

Tell students: “Last week, Professor Bot taught you when to use reflexive pronouns. This week, he teaches you about times when you should NOT use them. One of the times we do not use them is after prepositions of place.”

Continue: “We will practice using object pronouns with prepositions of place today.” To demonstrate the activity, have two pairs of students come to the front of the class. Say to each pair in turn: “You two are partners.” Place two chairs in front of the class. Ask one member of each pair to sit while the other member stands. Place a piece of candy or a small object in front of the seated students.

Ask the students standing in the front of the class, “Where is the candy? Is it behind your partners?” Seek answers from the standing students. They should say, “It is in front of them.” Confirm the answer: “That’s right. Now put the candy in another place near your partners.”

After the candy or the objects have been placed, ask the class, “Where is the [name of one of the objects]?” Choose a student to answer and confirm their use of object pronouns by repeating: “It’s next to him” or “It’s behind her.” Thank the students who have demonstrated for the class and have them return to their places.

Pair the rest of the students and give one member of each pair a small object or candy that you have brought in. Ask that person to stand. Tell them: “Place the object near your partner. It can be next to, in front of, or behind your partner.” Give students time to place the objects. Address the seated students, “Now, tell your partner where the object is.” Ask a few students to respond. The answers may be like this:

The marker is next to me.

The eraser is behind me.

The candy is in front of me.

Then ask the standing students to tell their partner where the object is. Answers may be like this:

The marker is next to you.

The eraser is behind you.

The candy is in front of you.

Tell students, “Now, seated students, tell one of the other pairs of students where the object is. You will say it like this, ‘The candy is in front of her/him.’ Then ask the pair closest to you to tell you where their object is.” Have students trade places and repeat the activity with the formerly standing students seated with their partners placing the objects near them.

Day 3

Learning Strategy

Say, “The learning strategy for this lesson is Evaluate. In earlier lessons, we talked about evaluating ourselves. Now we will talk about understanding how others evaluate us and how we can evaluate our experiences. Let’s look at how Ms. Weaver evaluates the experiences that Pete and Anna had with their ‘flour babies.’ What is she looking for?” Ask students to look at the conversation and find evidence for Ms. Weaver’s evaluation. Here are some possible answers:

- Ms. Weaver to Pete: "You and your baby look great."
- Ms. Weaver to Anna: "Anna, you and your baby look awful."
- Ms. Weaver to Pete: "But she followed instructions."

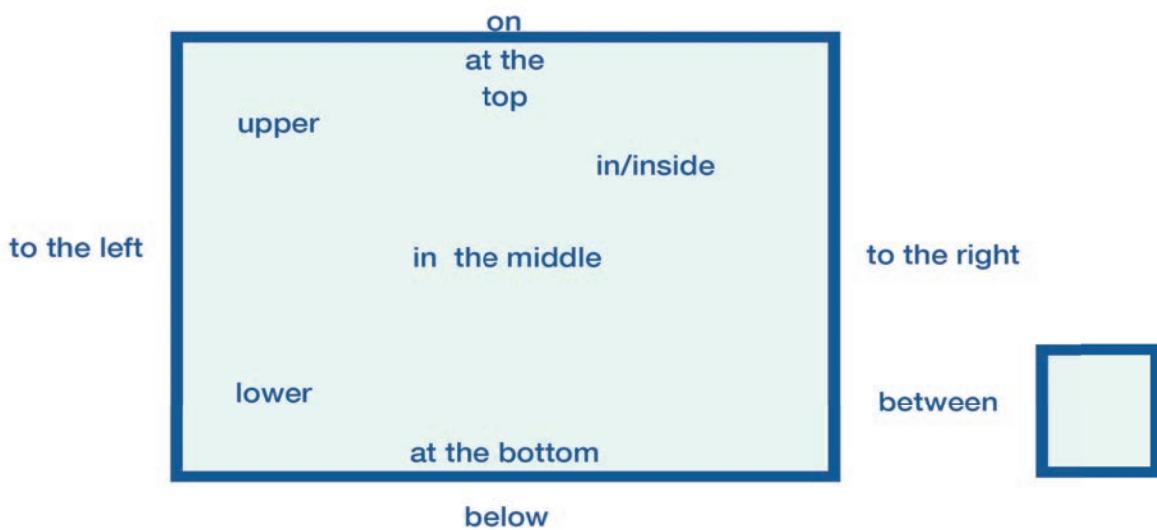
Explain: "Anna did the best at parenting her flour baby because she kept it with her all the time. Pete thought he could do reading research to learn about parenting. Anna followed the instructions carefully. Remember, Ms. Weaver said, 'Here are your instructions. Do not leave your babies alone.' Now it's your turn to evaluate Ms. Weaver's experiment. Do you think it was a good way to learn about parenting?"

Give students the chance to answer. Point out that Pete thinks it's crazy, while Anna throws herself into the experience. How they evaluated it seemed to influence how much they learned from it.

Activity

Explain the activity. Begin the activity by drawing a box on the board. Label it with the prepositions of place from the worksheet and explain the meanings of the prepositions, e.g. at the bottom/top (of), on the right/left, etc.

above



Have the students take turns drawing objects in the box in a range of positions that you describe. Try to review all the prepositions shown on the worksheet in this part of the activity.

After several objects have been drawn in the frame, ask students to describe where the objects are located. Next, divide the students into two groups (A and B). Give each student a corresponding worksheet. Tell the students not to show their worksheet to their partner.

Student A then reads the instructions on their worksheet to Student B. Student B listens and draws the objects in the empty box. When Student A has read out all the instructions, the students change roles. Afterwards, each student should, without looking at their partner's sheet, ask questions to check how their partner followed the instructions. For example,

Is the airplane above the cloud? The airplane is below it.

Is the bird in the cloud? No, the bird is below it.

As an extension, have the students think of new objects to draw and give further instructions to their partner.

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. Ms. Weaver says, "Anna, you and your baby look awful. What happened?"
Then Anna says, "Well, I took her everywhere. Everywhere. And I fed her every three hours. So, I haven't slept since ... what day is it?
The question is: Why is Anna so tired?

2. Anna tells about getting her baby wet in the sink, stabbing it with a knife and putting it in the microwave.
The question is: "How does Anna explain what happened to Baby?"

3. *The question is: We do not use reflexive pronouns after prepositions of place. Which of these lines uses a preposition of place?*
I was making myself a salad and had a little accident with a knife.
So, I haven't slept since ... what day is it?
While I was making myself dinner, I put Baby next to me.

4. Anna says, "Yes. I'd like to share ... these! I made them myself this morning."
Then Pete says, "You baked your baby? You should be ashamed of yourself!"

Anna says, “I baked them at the end of the experiment, Pete. At that point, this was just a bag of flour.”

The question is: Why does Pete think Anna should feel ashamed?

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. Here is the writing prompt:

Tell about a time you had to do something new. It could be a school or a work assignment or learning a new skill like sewing, cooking or drawing. Or, it could be a sport, a game, a kind of craft or art. Tell about what you learned during the new experience.

If time allows, have students exchange their writing with another student and discuss the new skill they learned.

Conversation

(Pete throws the bag of flour on his chair and throws many other things on his flour baby. Next, we see him outside enjoying ice cream without his flour baby.)

Ms. Weaver: Okay, Pete, let me see your research first.

(Pete hands her a big binder filled with research.)

Ms. Weaver: That's a heavy binder. And you and your Baby look great.

Pete: Thanks, Ms. Weaver. We feel great!

Ms. Weaver: Anna. Anna, you're next. Anna? Anna wake up!

(She wakes up but is very confused.)

Anna: I'm here, Baby! I'm here! I'm here! Here's your bottle.

(She accidentally squirts her bottle and milk goes everywhere.)

Ms. Weaver: Anna, you and your baby look awful. What happened?

Anna: Well, I took her everywhere. Everywhere. And I fed her every three hours. So, I haven't slept since ... what day is it?

Ms. Weaver: It's Friday. What happened there?

(Ms. Weaver points to a large bandage on Anna's flour baby.)

Anna: Oh, that. Oh, that. I was making myself a salad and had a little accident with a knife. I put my flour baby in front of me. And then I accidentally stabbed it. But I gave it first aid!

Ms. Weaver: Is that a burn?

Anna: Yes. Yes it is. While I was making myself dinner, I put Baby next to me. I accidentally knocked her into the sink. So I put her in the microwave to dry. That's when she caught fire.

(Pete is smiling, thinking he won.)

Ms. Weaver: Anna, Anna, you should be very proud of yourself.

Pete: Proud? She stabbed and burned her baby!! And she only did one page of research...and it's covered in milk. Ew.

Ms. Weaver: Yes, Pete. But she followed instructions.

Pete: Hey, I did ...

Ms. Weaver: Please, Pete. Anna, I think your baby has lost some weight. Is there something

else you want to share?

Anna: Yes. I'd like to share ... these! I made them myself this morning.

Pete: You baked your baby? You should be ashamed of yourself!

Anna: I baked them at the end of the experiment, Pete. At that point, this was just a bag of flour.

Pete: It was always just a bag of flour!!

Ms. Weaver: Pete, will you listen to yourself?! You sound crazy.

Pete: I sound crazy! This whole experiment was crazy!! She was the one who carried around and fed it and ...

(Anna puts a cookie into his mouth. He chews it and begins to smile.)

Pete: Mmm. That is good.

(They all agree and eat the cookies.)

Key Words

| | | |
|--------------|-----|---|
| accidentally | adj | happening in a way that is not planned or intended |
| ashamed | adj | feeling shame or guilt |
| bake | v | to make food, such as bread and cake, by preparing a dough, batter or the like |
| bandage | n | a covering, such as a strip of cloth, that protects or supports part of the body that has been hurt |
| binder | n | a cover for holding together sheets of paper |
| bottle | n | a glass or plastic container that has a narrow neck and usually has no handle |
| burn | n | an injury caused by fire, heat or acid |
| burn | v | to destroy or damage something by fire or heat |
| cookie | n | a sweet baked food that is usually small, flat, and round and is made from flour and sugar |
| dry | v | to remove water or moisture from something or someone |
| first aid | n | emergency treatment given to a sick or injured person |
| knife | n | a usually sharp blade attached to a handle that is used for cutting |
| knock | v | to touch or hit someone or something in a way that is not planned or intended |
| microwave | n | an oven in which food is cooked or heated quickly by very short waves of electromagnetic energy |
| squirt | v | to suddenly force a liquid out through a small opening |

Quiz - Level 2, Lesson 18 - Flour Baby 2

Listen. Circle the letter of the correct answer.

1. Why is Anna so tired?

- a. She took her baby everywhere and fed it often.
- b. Anna says her baby would not sleep.
- c. She helped Pete finish his parenting research.
- d. Anna forgot about today's meeting.

3. We do not use reflexive pronouns after prepositions of place. Which of these lines uses a preposition of place?

- a. I was making myself a salad and had a little accident with a knife.
- b. So, I haven't slept since ... what day is it?
- c. While I was making myself dinner, I put Baby next to me.
- d. All of these lines use a preposition of place.

2. How does Anna explain what happened to Baby?

- a. She stabbed it with a knife.
- b. Anna tried to dry Baby in the microwave.
- c. She knocked it into the sink.
- d. Anna did all of these things to Baby.

4. Why does Pete think Anna should feel ashamed?

- a. Anna's research was too serious.
- b. She tried to win the experiment by baking cookies.
- c. Anna baked her baby.
- d. She came to the meeting with one page of research.



Give your partner the six instructions below to draw in their box.

1. Draw a big tree in the middle of the box.
2. Draw a dog below the tree.
3. Draw a cat to the left of the dog.
4. Draw a fish bowl to the right of the dog
5. Draw two fish inside the fish bowl.
6. Draw a bird to the upper left of the tree.



STEP 2

Then listen to your partner and draw in your box.
Afterwards, ask your partner questions about each thing they drew. Where is the big tree? Where is the dog?
Then, compare your drawings.

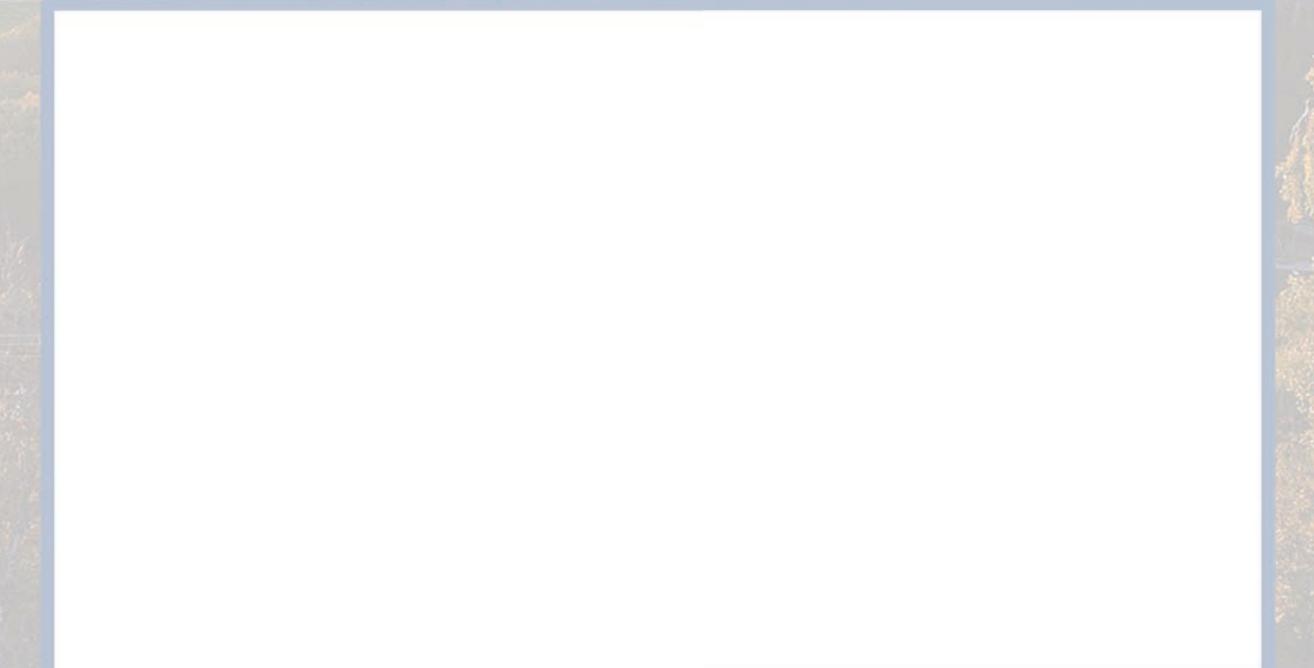


Give your partner the six instructions below to draw in their box.

1. Draw an airplane in the middle of the box.
2. Draw a cloud above the airplane.
3. Draw a bird to the left of the cloud.
4. Draw a house at the bottom in the center of the box.
5. Draw three flowers to the left of the house.
6. Draw a butterfly on the middle flower.

STEP 2

Then listen to your partner and draw in your box.
Afterwards, ask your partner questions about each thing they drew. Where is the butterfly? Where is the house?
Then, compare your drawings.





LEVEL 2 LESSON 19 MOVIE NIGHT

V•A Learning English

Topics

Politely correcting someone's behavior
Asking for something politely

Prepare Before Class

Print copies of the Indirect Questions handout and the student Activity Sheet

Learning Strategy

Ask Questions

Goals

Use indirect questions

Day 1

Introduce the Lesson

Say, “In this lesson, we will watch Anna and Pete go to see a movie. Anna loves movies. Pete invites her to see one with him. Today, you will learn about using indirect questions to ask for something politely or correct someone who is not following rules.”

Ask students if they have ever been to a movie theater. If they have not, ask them to think of a place where they must stay quiet and show polite behavior.

If the expected behavior in movie theaters in your students’ country is different from in the U.S., explain that American movie-goers are supposed to sit quietly in the theater. Food is sold in the theater and the theater owners do not want people to bring in their own snacks.

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.

Since this lesson is about watching movies, ask students what words they already know to describe kinds of movies.

Present the Conversation

Tell students that the video will show Pete and Anna in a movie theater. Play the video or audio of the conversation or hand out copies of the text from the Resources section. Ask 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.

Introduction

Anna loves movies. And..she loves talking about movies. And
Pete doesn't sound happy about that.
But he's trying to be polite. He can do that with Indirect
Questions.

Indirect questions

We can ask a question directly: Where is your movie theater? or
indirectly as Anna does.
Anna: Can you tell me how to get to your movie theater?
They have the same meaning. But indirect questions are more
polite and a little more formal.
Many indirect questions begin with:
Can/Could you tell me...
Would/Do you mind...
Would it be possible...
or
Do you know...
Hmm, do you know if Anna will stop talking? I sure don't.
Keep watching. And, this time look for indirect questions that
begin with: Would you mind...

Final comment

Well, that's a surprise! I thought Anna would be the noisy one.
Well, she was ... with her food. But Pete did all of the talking. At
least he tried to be polite by using indirect questions.

Indirect Question Activity

Explain: “Direct questions are questions that we can ask family, friends, or other people with whom we are close. Here is a direct question.” Write on the board:

Where is the movie theater?

Continue: “Indirect questions are polite and a little more formal. We use them when we talk to strangers or people we are not close with and in work situations. Here is an indirect question.” Write on the board:

Could you tell me where the movie theater is?

Ask, “What happened to the word order in the indirect question?” Ask a student to describe the change and circle the word ‘is’ at the end of the indirect question. Ask students to find some other examples of indirect questions in the conversation and write them on the board. For each one, compare how the direct question would be worded, such as:

Anna, do you mind not drinking so loudly?

Anna, would you stop drinking so loudly?

Review the expressions used to make indirect questions:

Can/Could you tell me...

Would/Do you mind...

Would it be possible...

Do you know...

Continue to explain the ways indirect questions are formed: “For direct questions with do, does or did, this word is removed from the noun clause in the indirect question. (The noun clause in the first example below is “what time the meeting starts.”) Write the sentences on the board or show them on a projector.

Direct: What time does the meeting start?

Indirect: Do you have any idea what time the meeting starts?

~~WRONG: Do you have any idea what time does the meeting start?~~

Direct: Where do you want to sit?

Indirect: Can you tell me where you want to sit?

~~WRONG: Can you tell me where do you want to sit?~~

Then say, “With some direct questions that begin with ‘can’ or ‘could,’ this word is removed from the indirect question.”

Direct: Can/could I come to the movie?

Indirect: Would it be possible for me to come to the movie?

WRONG: ~~Would it be possible can I come to the movie?~~

Direct: Can/could you share your popcorn?

Indirect: Would you mind sharing your popcorn?

WRONG: ~~Would you mind can you share your popcorn?~~

Continue, “For ‘yes’ or ‘no’ direct questions without ‘what,’ ‘where,’ ‘why,’ ‘who,’ ‘when’ and ‘how,’ we use ‘if’ or ‘whether’ in the indirect question.”

Direct: Does Anna take movies seriously?

Indirect: Do you know if Anna takes movies seriously?

Indirect: Do you know whether Anna takes movies seriously?

WRONG: ~~Do you know does Anna take movies seriously?~~

Direct: Is this the right theater?

Indirect: Can you tell me if this is the right theater?

Indirect: Can you tell me whether this is the right theater?

WRONG: ~~Can you tell me is this the right theater?~~

Direct: Has the movie ended?

Indirect: Do you have any idea if the movie has ended?

Indirect: Do you have any idea whether the movie has ended?

WRONG: ~~Do you have any idea has the movie ended?~~

Give students the Indirect Questions handout and make sure the instructions are clear. After students finish the handout, collect the papers and write a few of the students’ sentences on the board. Ask the class to correct any errors in the sentences.

Day 3

Learning Strategy

Say, “The learning strategy for this lesson is Ask Questions. In an earlier lesson, we talked about asking questions to learn more, as Anna did at the BBQ festival. In this lesson, Pete and Anna ask questions to make polite requests.”

Explain how students can practice asking questions in their daily life. “In class, you can

always ask direct questions to learn more about your lessons. Outside the classroom, you can use indirect questions to start a conversation with someone and practice your English. For example, let's say you meet an English speaker at a social event. You could say, 'Would you mind telling me about yourself?'"

Ask students, "Can you think of a time you have asked a question to learn more in class or outside of class? Take a minute now to write a question using an indirect question like the ones we practiced today." Collect the papers or ask a few students to share their questions with the class.

Activity

Explain the activity. "We will practice the 'asking questions' strategy now with the Activity Sheet. First, read the situations in the six boxes. For Step One, under each situation, write an indirect question to get the help you need. Then you may walk around the classroom and ask your classmates the questions until you have found someone who agrees to help with each situation. Write their names under Step Two."

Ask two students to stand up and demonstrate the sample conversation on the Activity Sheet. Tell Student A: "You have to go away for the weekend. There is no one else at home to feed your cat. You need someone to feed your cat for the weekend." Pause while the students demonstrate the sample conversation. Explain, "Since the other student cannot help, 'Student A' should then go ask another student. Keep asking until you find someone to help."

Watch as students carry out the activity and correct any errors in making indirect questions. When students have finished, have a few pairs of students demonstrate their questions and answers.

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. Anna says, "I love movies. I love the plot! I love the set design! I love the costumes!"
The question is: What does Anna tell Pete about movies?

2. Read what Professor Bot said: “Many indirect questions begin with: Can/Could you tell me, Would/Do you mind, Would it be possible or Do you know...”

The question is: Which of these is an example of an indirect question? (Read the options or let students choose from the written options on the quiz)

Do you know if Anna will stop talking?

Can you tell me how to get to your movie theater?

So, would you mind not talking?

All of these are examples of indirect questions.

3. Anna says, “Ooh look, the previews are starting. I love to see what movies are coming out. Oh, this one looks good!”

Then Pete says, “Anna, the previews are part of the movie experience. So, would you mind not talking?”

The question is: What is one thing Pete says about movie previews?

4. Pete says, “Excuse me, would you mind turning down your phone light?” And “Anna, can you please turn off your phone?”

The question is: What does Pete ask Anna to do with her phone?

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. Here is the writing prompt:

Write about your favorite movie and where you watched it. What did you think of the plot, the set design and the costumes?

If time allows, have students exchange their writing with another student and discuss their favorite movies.

Conversation

- Anna: Hi, can you tell me how to get to your movie theater?
(Movie theater worker on the phone gives directions.)
- Anna: Oh, that's easy. OK, thank you. Bye.
(Anna meets Pete outside of the theater.)
- Anna: Hi, Pete! Thanks for the movie invitation.
- Pete: Yeah, sure Anna.
- Anna: I love movies. I love the plot! I love the set design! I love the costumes!
I love...
- Pete: Anna, I take movies very seriously. You're not one of those people who talks during a movie, are you?
- Anna: No.
- Pete: Good.
- Anna: I love the smell of popcorn. I love seats that rock.
(Her chair makes noise as she rocks back and forth.)
- Pete: I love when people are quiet.
(The lights go down and we see movie light on their faces.)
- Anna: Ooh look, the previews are starting. I love to see what movies are coming out. Oh, this one looks good!
- Pete: Anna, the previews are part of the movie experience. So, would you mind not talking?
- Anna: Oh, sure, sure.
(Anna eats her popcorn loudly. Then, she begins drinking her milkshake loudly.)
- Pete: Anna, I was wondering: are you almost finished with that?
- Anna: No. There's still a lot of milkshake at the bottom.
(She drinks loudly again. And again.)
- Pete: Anna, do you mind not drinking so loudly?
- Anna: I'll try. But it's really thick.
(She moves the straw around and makes even more noise.)

Pete: Anna, what are you doing?!

(A person in the audience shushes Pete.)

Person: Shh!

(Pete tells the person what was happening.)

Pete: I'm not the one making all the noise.

Person: Shhh!

Anna: I'm done now.

(Anna now holds many noisy boxes of candy. Finally, she chooses a candy bar.)

Pete: Anna, would you mind opening that a little bit more quietly?

Anna: I'll try.

(She tries to open it quietly but cannot.)

Pete: Anna, just give it to me!

(He tears it open with his mouth. It makes a loud noise. Again, someone in the audience thinks he is making too much noise.)

Person: Shhh!

Pete: (To the person) It's not mine. I'm opening it for her. Here.

Person: Shhhhhh!!

Pete: (Gives the candy bar quickly back to Anna) Here!

Anna: Thanks, Pete.

Pete: Now, would you mind being more quiet?

(The light of someone's phone shines in Pete's face. He asks the person a question.)

Pete: Excuse me, would you mind turning down your phone light?

(Then, Anna's phone rings.)

Anna: Oh, sorry! I forgot to turn my phone off.

(She tries to turn it off but drops it under the seat.)

Anna: Oh no! I dropped it. Where is it?

(She looks under the seat in front of her.)

Pete: Anna, can you please turn off your phone?

(She speaks to the person Pete just asked to turn their phone light down.)

Anna: Excuse me, would you mind lending me your phone light for a minute?

Pete: No! I'll get it!

Person: Shhhhh!

(People shush Pete again. He finally has had enough.)

Pete: Look, people, I'm not the noisy one here! So, you all need to shush the right person. And I should know about shushing! I shush people all the time!!

Guard: Excuse me, sir. You can't yell in a movie theater. Would you mind coming with me?

Pete: You're kicking me out? Me? But I'm always the quiet one in the movie!

(The security guard takes Pete out. Anna watches the movie and eats quietly from her bag of popcorn.)

Anna: Pete should know better. You have to be quiet in a movie theater. Shh, the movie's starting!

Key Words

| | | |
|----------------------------------|-------------------|--|
| candy bar | <i>n</i> | a long, thin, sweet food, usually covered in chocolate |
| direct | <i>adj</i> | connected or related to something in a clear way |
| formal | <i>adj</i> | suitable for serious or official speech and writing |
| indirect | <i>adj</i> | not direct |
| invitation | <i>n</i> | a written or spoken request for someone to go somewhere or to do something |
| kick out | <i>v</i> | to force someone to leave a place |
| lend | <i>v</i> | to give something to someone to be used for a period of time and then returned |
| milkshake | <i>n</i> | a thick drink made of milk, a flavoring syrup, and often ice cream |
| plot | <i>n</i> | a series of events that form the story in a novel, movie, or live theater performance |
| polite | <i>adj</i> | having or showing good manners or respect for other people |
| popcorn | <i>n</i> | corn in the form of hard yellow seeds that burst open and become soft and white when they are heated |
| preview | <i>n</i> | a selected group of scenes that are shown to advertise a movie or television show |
| rock | <i>v</i> | to move someone or something back and forth or from side to side |
| seat | <i>n</i> | something, such as chair, that you sit on |
| set design | <i>n</i> | the creation of film, television or theatrical scenery |
| shush | <i>v</i> | to tell someone to be quiet using the interjection “shh” |
| straw | <i>n</i> | a thin tube used for sucking up a drink |
| take (something) seriously | <i>expression</i> | to treat someone or something as being very important and deserving attention or respect |

| | | |
|-----------|------------|--|
| thick | <i>adj</i> | not flowing easily |
| turn down | <i>v</i> | to lower the volume, temperature or channel of something by pressing a button or moving a switch |
| turn off | <i>v</i> | to stop the operation or flow of (something) by pressing a button, moving a switch, etc |

Quiz - Level 2, Lesson 19 - Movie Night

Listen. Circle the letter of the correct answer.

1. What does Anna tell Pete about movies?

- a. Where the best movie theaters are
- b. How she was a movie actor
- c. Why she loves seeing movies with him
- d. What she loves about movies

3. What is one thing Pete says about movie previews?

- a. The previews ended while you were making noise.
- b. It's OK to talk during the previews if you speak quietly.
- c. The previews are part of the movie experience.
- d. If you can't stop talking over the previews, you must go.

2. Which of these is an example of an indirect question?

- a. Do you know if Anna will stop talking?
- b. Can you tell me how to get to your movie theater?
- c. So, would you mind not talking?
- d. All of these are examples of indirect questions.

4. What does Pete ask Anna to do with her phone?

- a. Put it away.
- b. Lend it to him.
- c. Turn it off.
- d. Stop playing with it.



Change the direct questions into indirect questions. You can use these common indirect phrases:

Can/Could you tell me...
Would you mind...
Would it be possible...
Is there any chance....
Do you know...
Do you have any idea...

1. When is the store open?

?

2. How much is the bus ticket?

?

3. Does this train go to the city?

?

4. Why didn't Penelope come?

?

5. Where is my phone?

?

6. Where is she?

?

Now write three indirect questions that you can ask your classmate about what you have been studying in this class.

1. _____
2. _____
3. _____

Read the situations. Write an indirect question to make a polite request. Go around your class asking your classmates the questions. Write the names of the ones who will help you.

Can/Could you tell me...
Would you mind...
Would it be possible...
Is there any chance....
Do you know...
Do you have any idea...

Is there any chance
you could feed my cat
this weekend?



I'm sorry. I'll be
away this weekend,
too. Why don't you
ask Joel?

You are going away for two weeks. You need someone to water your plants while you are away.

You have a friend arriving at the airport tonight but you cannot meet them. You need someone to meet them and bring them to your house.

You need to write a report by tomorrow, but your computer is broken. You need someone to let you use their laptop.

You missed class last week and there is a test coming up. You need someone to lend you their notes so you can study.

You forgot to bring your lunch to school. You need someone to lend you money to buy a sandwich.

Your bike has a flat tire. You need to find someone who can help you repair it.

STEP 2

Here are the people who will help me:

<https://learningenglish.voanews.com>



LEVEL 2 LESSON 20 THE TEST DRIVE

V•A Learning English

Topics

Describing similarities and differences
Discussing opinions

Prepare Before Class

Print copies of the Reported Speech handout
and cut out the cards for the activity
Print out the student Activity Sheet

Learning Strategy

Focus

Goals

Use reported speech

Day 1

Introduce the Lesson

Say, “In this lesson we will go to an auto show with Anna and Penelope. We will learn how to tell others what someone else said. That is called ‘reported speech.’”

Ask students if they have ever seen a car show. Explain that in the U.S. and other countries as well, a car show is a yearly event to show new automobiles to the public.

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.

Since this lesson is about automobiles, ask students what words they already know to describe kinds of vehicles or different kinds of drivers.

Present the Conversation

Tell students that the video will show Anna and Penelope at a car show. Play the video or audio of the conversation or hand out copies of the text from the Resources section. Ask 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.

Introduction

Penelope and Rick are making a news story about the Washington Car Show. Ms. Weaver gave them instructions.

We often need to tell others what someone else said. There are two ways to do this. One is to use the person's exact words and use quotation marks. We call this "direct speech."

For example, Ms. Weaver had said, "You need to show lots of cars."

Reported Speech

The other way is to talk about what someone said. We call this "reported speech."

Anna tells Penelope: "She said that we need to show lots of cars." In this sentence, "she," is the subject, "said" is the reporting verb, "that" is the conjunction and "we need to show lots of cars" is the reporting clause.

Keep watching, and listen for sentences where Anna talks about what someone else said!

Final comment

Penelope said she wants to go to lunch. But I don't think that's going to happen soon.

Reported Speech Activity

Review the explanation Professor Bot gave: “We often need to tell others what someone else said. We can do this in two ways. One is to say the person’s exact words and use quotation marks. We call this ‘direct speech.’ The other is to talk about what someone else said. We call this ‘reported speech.’”

Give students pages 1 and 2 of the Reported Speech handout or show them on a screen as you explain. Make enough copies of page 3 so you can give copies to one-fourth of the students in your class. Cut out the cards on page 3 and have students make groups of four.

Demonstrate the activity by inviting two students to come to the front of the class and show them the card or whisper the command in their ear, for example, “Close the door,” “Don’t turn off the radio,” etc. Then one student mimes, or acts out, the command to the class. If the command is negative, the student should make an X by crossing their arms before they do the mime. The class then guesses what the first student told the second student to do using reported speech, e.g. “He said to close the door,” “She said not to turn off the radio,” etc.

Explain, “Now we will play this game in our groups. Split each group into two competing pairs. Give each group a set of cards. Ask the students to shuffle the cards and place them face down in a pile on the desk. Pairs take turns picking a card to play. Here are the instructions:

1. One student picks up a card and whispers the command on the card to their partner.
2. Their partner mimes the command to the other pair of students. If the command is negative, the student makes an X by crossing their arms before they begin the mime.
3. The other pair of students watch the mime and try to guess what the student told their partner to do.
4. The pair then uses reported speech to say what they think the command was, e.g. “He/she said to close the door.”
5. The pair has one minute to guess what the student told their partner to do. If they manage to do this and make a suitable sentence with reported speech, they score a point.
6. The pairs then swap roles and the process is repeated.
7. Students play until there are no more cards left.
8. The pair with the most points at the end of the game wins.

Learning Strategy

Say, “The learning strategy for this lesson is Focus. That means to pay close attention. In our lesson today, Penelope asks Anna, ‘Those were her exact words?’ Do you think Anna was focusing, or paying close attention, to what Ms. Weaver said? I think she was, because she answers with Ms. Weaver’s exact words, ‘Have fun, Anna!’”

Tell students, “When you are learning English, it helps to know when to focus more carefully on what you are hearing or seeing. Imagine that we are having a test tomorrow. When you hear me say, ‘The test tomorrow will cover...’ you should look up and pay close attention to what I’m saying. You also need to focus when I explain something new, like I did in this lesson with reported speech, so you can use it when you speak English. The important thing to know about this strategy is that you can decide to focus and it really helps you understand what you want to learn.”

Ask, “Can you think of other times when you have to focus your attention carefully?” Give students a chance to answer. Their answers may include when announcements are made at a train station, when scores are reported for their favorite team on television or radio programs or when they are playing a game and reading the instructions.

Activity

Pair students and give each student a copy of the Activity Sheet. Ask students if they know what a magic carpet is. The picture on the Activity Sheet shows a carpet that floats in the air. In stories, a person can ask this carpet to take them any place they want to go.

Explain the activity: “We will practice the ‘Focus’ strategy now with the Activity Sheet. You have a magic carpet and you can go anywhere in the world. For Step One, think of the places you want to visit. Answer the questions in the top box. For Step Two, your job is to ask questions. Listen carefully. Use the strategy ‘Focus’ to pay close attention to your partner’s answers. You will have to remember them and write a story for the school newspaper about your partner’s trip.”

After students have written their stories, ask several pairs to share what they learned about their partners’ travels on the magic carpet. As they retell the stories, check their use of reported speech.

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. Penelope asks, "Anna, did Ms. Weaver give us instructions for covering the car show?" Anna says, "She did. She said that we need to show lots of cars. She said we need to interview people. And she also said that we should have fun."
The question is: What does Ms. Weaver want them to do?

2. Read what Professor Bot said: The other way is to talk about what someone said. We call this "reported speech."
The question is: Which of these sentences is an example of reported speech?
(Read the options or let students choose from the written options on the quiz)
She said, "Have fun Anna!"
Ms. Weaver gave us instructions.
She said we need to interview people.

3. Hank the Robot says, "Anna, you know, what an effort. What an effort to robot dance. How about a round of applause for Anna! I've never seen anyone try so hard."
The question is: What does Hank the Robot ask people to do?

4. Anna says, "This course is smooth. So you can drive faster. He said...that I can't drive, unfortunately." Later, she says, "That was awesome! I just want to go one more time."
The question is: What does Anna say about the Jaguar test drive?

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. Remind students of their imaginary travels on the magic carpet earlier in this lesson. Explain that some use the phrase 'dream car' to talk about the best vehicle for them. Here, they may write about a car, a boat, a plane, a bike, or whatever means of transportation they can imagine. Write the words or phrases you think

they may need on the board. Here is the writing prompt:

What would be your ‘dream vehicle?’ Imagine that you could design and build any kind of vehicle for your own use. It can be possible with today’s technology or something that may only be possible in the future. Tell about how it looks and what it can do. Why do you think it is the best vehicle for you? Draw a picture of the vehicle.

If time allows, have students exchange their writing with another student and discuss their dream vehicles. Put the students’ writing and pictures on the classroom walls or have a few students draw their dream vehicle on the board.

Conversation

- Anna: (to Penelope) That's a great idea. (to the videographer) Rick, I think we should use this as the opening shot.
- Penelope: Anna, did Ms. Weaver give us instructions for covering the car show?
- Anna: She did. She said that we need to show lots of cars. She said we need to interview people. And she also said that we should have fun.
- Penelope: Those were her exact words?
- Anna: Yeah. She said, "Have fun, Anna!" And she is the boss.
- Anna: (to Rick) Okay, Rick, are you - are you ready? OK. Hello, I'm Anna Matteo. Welcome to the Washington Car Show!
- Anna: People all over town are saying that if you like cars, this is the place to be! So, let's see what people are talking about. (at Rick) How was that? Okay? Is that Good?
- Anna: This car show has many styles of vehicles. There are utility vehicles, classic cars, trucks, sports cars, and everyday vehicles.
- Penelope: Okay, I think we got good interviews.
- Anna: Me too! People had very different opinions. But they all said they loved cars.
- Penelope: Anna, look -- a robot!
- Anna: A robot!
- Penelope: A robot!
- Anna: Rick, we have to use the robot in the show!
(They walk over to the robot. Anna begins to dance like a robot.)
- Robot: What is your first name?
- Anna: Anna! Anna!
- Robot: Anna, you know, what an effort. What an effort to robot dance. How about a round of applause for Anna! I've never seen anyone try so hard.
- Anna: Penelope, did you hear that? Hank the Robot said that he has never seen anyone dance like me.
- Penelope: Uh, I think many people here are saying that, Anna.
- Anna: That was fun. You know what someone told me? You can test drive a Jaguar at this car show.

Penelope: Now, that sounds fun.

Anna: Let's go.

Penelope: Okay.

Anna: This course is smooth. So you can drive faster.

Anna: He said...that I can't drive, unfortunately.
(They begin the test drive. Kurt, the stunt driver, does the driving.)

Anna: Oh my gosh...reverse.

Anna: That was great. This is awesome.

Kurt: Are you ready to go on the rollercoaster?

Anna: I'm ready.

Kurt: Here we go!

Anna: That's awesome.

Anna: That was...That was awesome! I just want to go one more time. I promise. That's it. Just one more time.

Anna: This course is bumpy and uneven. I was told that I could drive this course. So I am.

Anna: (to Rick) Okay, Rick, are you rolling? Awesome. Okay, this course is uneven. But I think the ride will be smooth.

Anna: Ooh. This hill is really steep.

Anna: Oh my gosh. I can't tell you how much fun this is.

Anna: Penelope, that was so much fun! I think I need to go again.

Penelope: Uh, Anna, I think we have enough test drive video.

Anna: Ms. Weaver said to get a lot. So, I think I should go again. (to Rick) Rick, I'm going to go again. Until next time!

Penelope: But I want to get lunch, Anna!

Key Words

| | | |
|-------------------|------|---|
| bumpy | adj | having or covered with bumps |
| classic car | n | an older car, usually of a style that is no longer being manufactured |
| course | n | the path or direction that something or someone moves along |
| cover | v | to report news about something |
| effort | n | energy used to do something |
| everyday | adv | used or seen everyday |
| exact | adj | full or completely correct or accurate |
| hill | n | a usually rounded area of land that is higher than the land around it but that is not as high as a mountain |
| opinion | n | a belief, judgment, or way of thinking about something |
| roll | v | to operate something, such as a movie camera |
| round of applause | exp. | an outburst of clapping among a group or audience |
| shot | n | a part of a movie or a television show that is filmed by one camera without stopping |
| smooth | adj | having a flat, even surface |
| sports car | n | a low-built car designed for performance at high speeds |
| steep | adj | rising or falling sharply |
| stunt driver | n | a trained driver who drives vehicles for dangerous scenes in films and on television |
| test drive | v | an act of driving a motor vehicle that one is considering buying in order to determine its quality |
| uneven | adj | not level, flat or smooth |
| unfortunately | adv | a word used to say that something is bad or disappointing |

| | | |
|-----------------|----------|--|
| utility vehicle | <i>n</i> | a powerful vehicle with four-wheel drive that can be driven over rough ground (also called sport utility vehicle or SUV) |
| vehicle | <i>n</i> | a machine that is used to carry people or goods from one place to another |

Quiz - Level 2, Lesson 20 - The Test Drive

Listen. Circle the letter of the correct answer.

1. What does Ms. Weaver want them to do?

- a. Show lots of cars.
- b. Interview people.
- c. Have a good time.
- d. All of these things

3. What does Hank the Robot ask people to do?

- a. Give Anna a round of applause.
- b. Tell Anna to stop trying to be a robot.
- c. Teach Anna how to dance better.
- d. Hank the Robot asks all of these things.

2. Which of these sentences is an example of reported speech?

- a. She said, "Have fun Anna!"
- b. Ms. Weaver gave us instructions.
- c. She said we need to interview people.
- d. All of these are reported speech.

4. What does Anna say about the Jaguar test drive?

- a. She says the test drive was awesome and she wants to go again.
- b. She says the driver will not let her do the driving.
- c. She says you can drive faster on the course because it's smooth.
- d. She says all of these things about the test drive.



Reported Speech

We often need to tell others what someone else said. We can do this in two ways. One is to say the person's exact words and use quotation marks. We call this "direct speech." The other is to talk *about* what someone else said. We call this "reported speech."

Direct Speech

"You need to show lots of cars."

Reported Speech

She said (that) we need show lots of cars.

Reported speech contains a subject, reporting verb, conjunction and reporting clause. (The word "that" is optional.)

Subject noun or pronoun

Reporting Verb

Conjunction

Reporting Clause

She

said

(that)

we need to show lots of cars.

Using Reported Speech

To use reported speech, choose a reporting verb, such as *say*, *tell* or *ask*. Usually, the verb in direct speech moves one tense back in time in reported speech.

Direct Speech

"I **drive** my car every day."

Reported Speech

She said (that) she **drove** her car every day.

"I **am driving** my car."

She said (that) she **was driving** her car.

"I **have driven** my car."

She said (that) she **had driven** her car.

"I **will drive** my car."

She said (that) she **would drive** her car.

If the speaker is reporting something that was *just* said, the reporting clause is often in present tense. This is also common for general facts.

Direct Speech

"You **need** to show lots of cars."

Reported Speech

She said (that) we **need** to show lots of cars.

"The sky **is** blue."

She said (that) the sky **is** blue.



The modals *might*, *should*, *would*, *could* and *ought to* do not change in reported speech. However, *can*, *must* and *have to* do change.

Direct Speech

"I **can/could drive** my car."
"I **may/might drive** my car."
"I **must drive** my car."
"I **have to drive** my car."
"I **should drive** my car."
"I **ought to drive** my car."

Reported Speech

She said (that) she **could drive** her car.
She said (that) she **might drive** her car.
She said (that) she **had to drive** her car.
She said (that) she **had to drive** her car.
She said (that) she **should drive** her car.
She said (that) she **ought to drive** her car.

Change the point of view. For example, the subject "I" becomes "he" or "she" and the subject "we" becomes "they."

Direct Speech

"I have two tickets to the Car Show."
"**We** want to dance like Hank the Robot."

Reported Speech

He said (that) he had two tickets to the Car Show.
They said (that) they wanted to dance like Hank the Robot.

Use *if* or *whether* to report a "yes or no" question. And use the reporting verb "ask."

Direct Speech

"Do you like the Washington Car Show?"

Reported Speech

She **asked if/whether** I liked the Washington Car Show.



Cut the cards out and hand one to a student or whisper the instruction in their ear. The student should mime (act out) the action. Students take turns saying the instructions using reported speech.

| | |
|----------------------------|-----------------------|
| Turn off the music. | Come in and sit down. |
| X Make me a cup of tea. | Turn on the light. |
| Don't answer the phone. | Wash the dishes. |
| Don't come in. | Pick up your bag. |
| Open the window. | Do your homework. |
| Take the dog for a walk. | Don't speak English. |
| Make me breakfast. | Don't play the piano. |
| Clean the house. | Don't drive fast. |
| Don't look out the window. | Listen to me. |



Your found a magic carpet. You can take a 1-week trip around the world on it. First, write your answers to these questions. Then tell your partner your answers.

1. Which countries are you planning to visit?
2. What do you want to see on the trip?
3. Who are you going with?
4. What will you miss the most while you're away?
5. When are you leaving?



STEP 2

Ask your partner the same questions you answered. Write a story about their trip for your school newspaper in the box below. Use reported speech.



LEVEL 2 LESSON 21 TRASH TO TREASURE, PART 1

V•A Learning English

| Topics | Prepare Before Class |
|--|---|
| Trying something new Home furnishings and repairs | Print copies of the shopping handouts Cut enough shopping lists from the Shopper Instructions sheet for the number of students Print out the student Activity Sheet |
| Learning Strategy | Goals |
| Substitute | Use talk and speak correctly |

Day 1

Introduce the Lesson

Say, “In this lesson, we will go to a special kind of shop with Anna. She is looking for a birthday present for Pete. She goes to a shop that sells things people have made from used items.”

Ask students if they have ever been to a store that sells used things. Explain that in the U.S., stores like this sell old items that people have repaired or made into works of art. Ashley says that Anna can get a unique, or one-of-a-kind, present for Pete there.

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.

In this lesson, Anna learns that the shop sells things that are “handmade, reclaimed and recycled.” She says that practice is good for the environment. Ask students to tell about how they or their family recycles or reuses things that would otherwise go in the trash. Find out if students are familiar with someone in their own community who makes art from discarded items or repairs used things for resale.

Present the Conversation

Tell students that the video will show Anna shopping for a present in a store that sells used things. Play the video or audio of the conversation or hand out copies of the text from the Resources section. Ask 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.

Did you hear Ashley and Anna using the words “talk” and “speak?” “Talk” and “speak” both mean “to say words.” And, many times, you can use either word without losing any meaning. But there are some differences in when we use these words.

Speak and Talk

The word “talk” is usually used:

- for conversations between two or more people
- informal situations, such as between friends or family

For example, Ashley asks Anna: “Are you talking to yourself again?”

“Speak” is usually used:

- for one-way communication, such as presentations
- formal situations, such as a boss speaking with her workers
- to talk about language ability
- and in polite requests

Keep watching, and listen for the words “talk” and “speak.”

Final comment

Will Anna find trash that “speaks” to her? What will it say? We’ll find out next week!

Small Talk Activity

Expand on the information Professor Bot gave about using “talk” and “speak:” “Talk” and ‘speak’ both mean ‘to say words.’ But there are some differences in the ways we use each

word. ‘Talk’ is less formal than speak. It is usually used for informal conversations between two or more people. Here are some examples.” Read aloud or write on the board:

Let’s talk about ideas for the show.
I can’t talk right now. I’ll call you later.

Continue: “‘Speak’ is usually used for communication in more serious or formal situations. It is also used in polite requests and to talk about language ability. Here are examples using ‘speak.’” Read aloud or write on the board:

She spoke on the news about world hunger.
May I speak to the manager?
Which languages do you speak?

Explain the activity: “Now, we’ll practice making ‘small talk.’ Small talk is when we talk with an acquaintance about less important matters than when we are speaking formally.” Give students the Small Talk Topics handout.

Say, “Look at the topic in each box. We will use these topics to find out what you have in common with your classmates. Write your own answer on the first line.” Give students time to complete their answers.

Ask, “Now let’s think of how we can turn the topic into questions for our classmates. What can we ask for the first box?” Take answers from students for each of the questions related to the topics. Write them on the board or have students write them in their notebooks as they are discussed:

| | | |
|---|--|------------------------------------|
| When’s your birthday? | What do you like to do on weekends? | How do you come to class? |
| Where do you live? | How many brothers and sisters do you have? | What are you going to do tomorrow? |
| What brand of mobile phone do you have? | What did you do yesterday? | What sports do you like to play? |
| What are your hobbies? | What’s your favorite kind of movie? | What food do you like? |

Tell students: “Walk around the class speaking to your classmates about the topics on the handout and asking the questions. When you find something that you have in common with someone, write their name down in the box. Then move on to speak to someone else.”

Students must try to find a different person for each item on their worksheet.

When everyone has finished, ask students to share what they have in common with their classmates.

Day 3

Learning Strategy

Say, “The learning strategy for this lesson is Substitute. In this lesson, Anna meets Sue, a shopkeeper who makes things from trash. She is substituting, or using another thing than usual, to make things.”

Continue, “When we are using English, sometimes we come to a point when we want to say something and don’t know the right word for it. What can we do in that situation?” Give students a chance to answer. Write some of the students’ suggestions on the board or on paper to hang on the wall and remind them of this strategy. Students may give answers like, “Use gestures,” “Choose another word that is close,” “Draw a picture,” “Use a word from my own language” or something similar. If students cannot think of their own examples, demonstrate the strategy by showing students an unusual object. The image below shows an object that washed up on a beach in North Carolina. The Cape Lookout National Seashore park rangers could not identify it. Show students the picture and ask: “What do you call this in English?”



Explain that we can substitute a word like “whatchamacallit” or “thingamabob” to talk about something we don’t know the name of.

Shopping Activity

Explain the activity: “We saw Anna go to a shop in our lesson. Today we will practice using English for shopping. Can someone tell me how you ask for your clothing size when you go shopping?”

Demonstrate with several students how to ask questions such as these:

Do you have a size 7?

I wear a 34 in jeans. Do you have that size?

I'd like this t-shirt in green.

Do you have an extra large?

How much does this jacket cost?

Next, divide the students into two equal groups, **shopkeepers** and **shoppers**. This activity can also be done in groups of eight with four **shopkeepers** and four **shoppers**.

- Cut out the shopping lists from the Shopper Instructions sheet.
- Give one of the four different “Shop” handouts to each **shopkeeper** and a shopping list to each **shopper**. Make sure there are at least four different shops in play for each group.
- Tell the **shopkeepers** that the information on their handout shows the items they have for sale. Explain that they have only one of each item to sell.
- Tell the **shoppers** that their shopping list shows details of the items they want to buy, including the size, color and budget for each item.
- Explain that some shopping items may be too expensive to buy. But if they save money on other items, they can go back and use the money they saved to buy an item they previously couldn't afford.

The aim of the activity is for the **shopkeepers** to sell all the items on their handout and for the **shoppers** to buy all the items on their shopping list.

- Have the **shopkeepers** sit down spaced out around the classroom.
- The **shoppers** stand up and walk around visiting each shop.
- When a customer buys an item, the **shopkeeper** makes a check mark by the item to show it has been sold and the **shopper** writes down the cost and any money they have saved.
- If an item is over budget, the **shopper** goes to the next item on their shopping list or uses money saved from a previous purchase to buy the item.
- If the **shopper** can't find what they want, they can ask for another item or move on to another shop.

When everyone has finished, have the students change roles and repeat the activity, so everyone has a chance to practice being the **shopkeeper** and **shopper**.

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. Anna says Pete has a birthday coming up. "I'm getting him a present. Do you know where I can buy something unique?"
The question is: What does Anna want to know?

2. *The question is: Which sentence uses "talk" or "speak" correctly?*
(Read the options or let students choose from the written options on the quiz)
Anna and Ashley speak English fluently.
Pete doesn't like talking about his birthday.
Ashley and Anna were talking about Pete.
All of the sentences use the words correctly.

3. Sue says Tanglewood Works focuses on products that are handmade, reclaimed and recycled.
The question is: What does Sue tell Anna about her store?

4. Sue tells Anna that the broken wood pieces wanted her to save them from the dumpster. She could almost hear them say, "Save me, Sue! Save me!"
The question is: What does Sue say about the wood pieces Anna is looking at?

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. Here is the writing prompt:

Compare the times when you talk with friends and when you speak publicly. How do you feel when you have to speak in front of a group of people? How is that different from talking with a group of your friends?

If time allows, have students exchange their writing with another student and discuss their work.

Conversation

- Anna: (on phone, to Pete) Got it. Pete, I promise. I won't tell anyone. (to herself) Bye. He is so strange.
- Ashley: Hey, Anna!
- Anna: Hi, Ashley!
- Ashley: Are you talking to yourself again?
- Anna: No, not this time. I was talking to Pete.
- Ashley: How's he doing?
- Anna: Good. He has a birthday coming up! But he told me not to tell anyone.
- Ashley: Why?
- Anna: Well, from the way he was speaking, I don't think he likes cake or presents or fun.
- Ashley: That sounds like Pete.
- Anna: Well, I don't care. I'm getting him a present. Do you know where I can buy something unique?
- Ashley: I do -- Tanglewood Works. You will definitely find something unique there.
- Anna: Great. I'll go this weekend. Now, speaking of Pete's birthday, what else should I do? I know. I'll rent him a clown!
- Ashley: Yeah, he'll never speak to you again. (Anna goes to Tanglewood Works.)
- Sue: Hey there. Welcome to Tanglewood Works! I'm Sue. How can I help you today?
- Anna: Hi Sue, I'm Anna. A friend told me about your store. She said, "Anna, this place is really unique!"
- Sue: We are! Here at Tanglewood Works, we focus on things that are handmade, reclaimed and recycled.
- Anna: Wow! That is really good for the environment.
- Sue: It's good for you too. Local artists made all of these one-of-a-kind pieces. And I paint most of the furniture.
- Anna: Can I look around?
- Sue: Oh, please do. (Anna walks around the store.)
- Sue: So, Anna, do you like to make things?

Anna: Me? Oh, no. Every time I try to make something, something goes wrong.
(She knocks down many things.) Oh, sorry. Sorry.

Sue: It's okay. Anna, everybody can make something.

Anna: Sue, this piece is very interesting!

Sue: You know, when I found these pieces, they were broken and in a dumpster.
But they spoke to me. And they said, "Save me, Sue! Save me!"

Anna: Sue, what do you mean they "spoke" to you?

Sue: When I see something special that someone has thrown away, I can almost hear it talk.

Anna: It's not saying anything!

Sue: Anna, it's not easy to see the treasure in trash.

Anna: Or hear it talk.

Sue: But you can learn. In fact, I teach private classes. And one is called Turning Trash to Treasure.

Sue: Next week, bring in some trash and we'll turn it into treasure. Just remember – pick some trash that "speaks" to you.

Anna: Got it! I'll see you next week!

Key Words

| | | |
|---------------|------------|---|
| ability | <i>n</i> | the power or skill of doing something |
| cake | <i>n</i> | a sweet baked food made from a mixture of flour, sugar, and other ingredients (such as eggs and butter) |
| communication | <i>n</i> | the act or process of using words to express your ideas, thoughts, feelings, |
| conversation | <i>n</i> | an informal talk involving two people or a small group of people |
| definitely | <i>adv</i> | in a way that is certain or clear |
| dumpster | <i>n</i> | a large trash container |
| furniture | <i>n</i> | chairs, tables, beds, et cetera that are used to make a room ready for use |
| focus | <i>v</i> | to direct your attention or effort to something specific |
| handmade | <i>adj</i> | made with your hands or by using hand tools |
| environment | <i>n</i> | the natural world |
| local | <i>adj</i> | located or living nearby |
| one of a kind | <i>adj</i> | used to say that something is the only one of its kind |
| polite | <i>adj</i> | having or showing good manners or respect for other people |
| present | <i>n</i> | gift |
| presentation | <i>n</i> | an activity in which someone shows, describes, or explains something to a group of people |
| private | <i>adj</i> | for the use of a single person or group |
| reclaimed | <i>adj</i> | describes getting (a usable thing) from materials that have been used before |
| recycled | <i>adj</i> | describes something new that was made from something used before |

| | | |
|-----------|------------|--|
| request | <i>n</i> | an act of politely or formally asking for something |
| situation | <i>n</i> | the facts, conditions and events that affect someone or something at a particular time and in a particular place |
| strange | <i>adj</i> | different from what is usual, normal, or expected |
| trash | <i>n</i> | things that are no longer useful or wanted and that have been thrown away |
| treasure | <i>n</i> | something that is very special, important or valuable |
| unique | <i>adj</i> | used to say that something or someone is unlike anything or anyone else |

Quiz - Level 2, Lesson 21 - Trash to Treasure, Part One

Listen. Circle the letter of the correct answer.

- | | |
|---|---|
| <p>1. What does Anna want to know?</p> <ul style="list-style-type: none">a. Where she can find a unique gift for Peteb. Why Ashley is asking about her phone callc. When Pete started to become so stranged. Why she can't talk about Pete's birthday | <p>3. What does Sue tell Anna about her store?</p> <ul style="list-style-type: none">a. Local artists help her paint most of the store's furniture.b. Tanglewood Works sells the most unique gifts in town.c. Her store sells handmade, reclaimed and recycled thingsd. Sue says all of these things about Tanglewood Works. |
| <p>2. Which sentence uses “talk” or “speak” correctly?</p> <ul style="list-style-type: none">a. Anna and Ashley speak English fluently.b. Pete doesn’t like talking about his birthday.c. Ashley and Anna were talking about Pete.d. All of the sentences use the words correctly. | <p>4. What does Sue say about the wood pieces Anna is looking at?</p> <ul style="list-style-type: none">a. They asked her to turn them into furniture.b. They wanted her to save them from the dumpster.c. They told her to teach Anna how to fix them.d. They spoke the same language that Sue speaks. |



Small Talk Topics

| | | |
|---|---|---|
| Your birthday (month) Answer: _____ Name: _____ | Something you like to do on weekends Answer: _____ Name: _____ | How you come to class (means of transport) Answer: _____ Name: _____ |
| Your home (neighborhood) Answer: _____ Name: _____ | Number of brothers and sisters Answer: _____ Name: _____ | Something you are going to do tomorrow Answer: _____ Name: _____ |
| Your brand of mobile phone Answer: _____ Name: _____ | Something you did yesterday Answer: _____ Name: _____ | A sport you like to play Answer: _____ Name: _____ |
| A hobby Answer: _____ Name: _____ | Your favorite kind of movie Answer: _____ Name: _____ | A food you like Answer: _____ Name: _____ |

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Shopper Instructions



Your shopping list shows details of the items you want to buy, including the size, color and budget for each item. Go around the classroom to talk with the shopkeepers. Ask about the things you want to buy.

If a shop's item is over your budget, go to the next item on your shopping list. If the item costs less than your budget price, write the amount you saved on your shopping list.

You can use money saved to help buy an item that is above your budget price. If you cannot find what you want, ask for another item or move on to another shop.

| Shopping List 1 | | | Shopping List 2 | | |
|-----------------------------|--------|-------|-----------------------------|--------|-------|
| | Budget | Saved | | Budget | Saved |
| T-shirt - Size L (green) | \$10 | | T-shirt - Size XL (white) | \$15 | |
| Polo shirt - Size L (black) | \$10 | | Polo shirt - Size XL (blue) | \$20 | |
| Jeans - Size 28 | \$15 | | Jeans - Size 30 | \$15 | |
| Jacket - Gray | \$25 | | Jacket - Black | \$35 | |
| Running shoes - Size 9 | \$45 | | Running shoes - Size 10 | \$60 | |

| Shopping List 3 | | | Shopping List 4 | | |
|----------------------------|--------|-------|------------------------------|--------|-------|
| | Budget | Saved | | Budget | Saved |
| T-shirt - Size L (white) | \$5 | | T-shirt - Size XL (green) | \$10 | |
| Polo shirt - Size L (blue) | \$30 | | Polo shirt - Size XL (black) | \$20 | |
| Jeans - Size 32 | \$30 | | Jeans - Size 34 | \$20 | |
| Jacket - Blue | \$40 | | Jacket - Brown | \$30 | |
| Running shoes - Size 8 | \$65 | | Running shoes - Size 7 | \$55 | |

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Walter's Wears



Here are the items you have for sale. You have only one of each item to sell. Check the box next to the item after you sell it.

| | | |
|-----------------------------|------|--|
| T-shirt - Size L (white) | \$10 | |
| Polo shirt - Size XL (blue) | \$25 | |
| Jeans - Size 28 | \$20 | |
| Jacket - Brown | \$30 | |
| Running shoes - Size 10 | \$55 | |



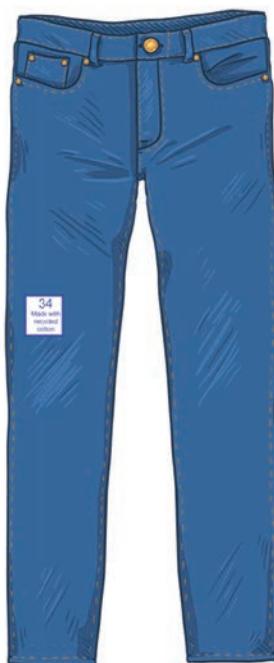


Bell's Boutique



Here are the items you have for sale. You have only one of each item to sell. Check the box next to the item after you sell it.

| | | |
|-----------------------------|------|--|
| T-shirt - Size XL (white) | \$10 | |
| Polo shirt - Size L (black) | \$15 | |
| Jeans - Size 34 | \$25 | |
| Jacket - Gray | \$25 | |
| Running shoes - Size 8 | \$60 | |



Derrick's Designs

Here are the items you have for sale. You have only one of each item to sell. Check the box next to the item after you sell it.

| | | |
|----------------------------|------|--------------------------|
| T-shirt - Size XL (green) | \$15 | <input type="checkbox"/> |
| Polo shirt - Size L (blue) | \$25 | <input type="checkbox"/> |
| Jeans - Size 30 | \$20 | <input type="checkbox"/> |
| Jacket - Blue | \$40 | <input type="checkbox"/> |
| Running shoes - Size 9 | \$40 | <input type="checkbox"/> |



Fatima's Fashion

Here are the items you have for sale. You have only one of each item to sell. Check the box next to the item after you sell it.

| | | |
|------------------------------|------|--|
| T-shirt - Size L (green) | \$5 | |
| Polo shirt - Size XL (black) | \$15 | |
| Jeans - Size 32 | \$35 | |
| Jacket - Black | \$35 | |
| Running shoes - Size 7 | \$50 | |





LEVEL 2 LESSON 22 TRASH TO TREASURE, PART 2

V•A Learning English

Topics

Making mistakes

Prepare Before Class

Print the Tell and Say handout

Print out the student Activity Sheet

Learning Strategy

Classify

Goals

Use tell and say

Day 1

Introduce the Lesson

Say, “In this lesson we watch Anna taking lessons from Sue on how to make treasures from trash. We will learn about how to use the verbs ‘tell’ and ‘say.’”

Ask students if they have ever made a gift for someone. Remind them that Anna wants to make a birthday present for Pete. Ask students if they have taken a class in crafting things. Explain that some stores that sell art supplies offer classes on how to use 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.

In this lesson, Anna tries various crafts. Ask students what other words they know in English to talk about crafting things. If there is a local handicraft that students are familiar with, find an online instructional video about the craft in English or their native language. If possible in your classroom, play it without the sound and ask them to tell the steps for doing the handicraft in English. Ask students to tell about a craft they or their family members like to do.

Present the Conversation

Tell students that the video will show Anna taking lessons from Sue on making crafts. Play the video or audio of the conversation or hand out copies of the text from the Resources section. Ask students to act out the parts of the speakers either in small groups or for the whole class.



Professor Bot's Lesson

Introduction

Uh-oh. It looks like Anna doesn't know the difference between treasure and trash. She thinks those things are telling her something!

The words tell and say have similar meanings. But we use them in different ways.

"Tell" means "to inform or instruct someone with words" and is almost always followed by an indirect object. For example, Sue says, "Tell me about that."

Tell and Say

The word "me" is the indirect object and tells us who is being told.

"Say" means "to express something with words" and focuses more on the words used. For example, Anna says, "That's what it said. It said, 'Use me, Anna.'"

Listen for when Anna and Sue use "tell" and "say."

Final comment

Too bad Anna didn't follow instructions!

Tell and Say Activity

Expand on the information Professor Bot gave about using “tell” and “say:” “Tell” means to inform or instruct someone with words. We use an indirect object (personal pronoun) with ‘tell’ to say who is receiving the information. ‘Tell’ is only used without an indirect object in a few expressions, such as: tell the time, tell the difference and tell the truth.”

Continue, “When we report a command or instruction, we usually also use the verb tell. When we do this, we use an infinitive verb after the indirect object.” Write on the board:

| Command (in Direct Speech) | Reported Speech |
|--|---|
| Read the instructions carefully. | She told Anna to read the instructions carefully. |
| Let’s talk about ideas for the show. | |
| I can’t talk right now. I’ll call you later. | |

Continue: “Use ‘tell’ in reported speech, sometimes in direct speech and with a personal pronoun.” Read or write these examples on the board:

Sue told Anna that she liked her lamp.
She told her to read the instructions carefully.
Anna told her that the broken toys wanted help.

Contrast the use of “say:” “Say” means ‘to express something with words.’ When we use say, we do not focus on *who* is receiving the information. So, we do not use an indirect object (personal pronoun). Use say in these situations:” Write on the board:

In direct speech
In reported speech
Without a personal pronoun

Read these examples aloud or write them on the board.

Anna said the glue was very sticky.
Sue said that she had to take a call.
She said, “Don’t start without me.”

Give students the “Say and Tell” handout and ask them to complete the five sentences, then write five sentences of their own based on Lesson 21 or Lesson 22.

Learning Strategy

Say, “The learning strategy for this lesson is Classify. That means to sort things into different kinds or categories. Sue tells Anna in this lesson, ‘Sometimes trash is treasure. Sometimes it’s just trash.’ That is, Sue thinks the trash is not good for making things.”

Continue, “When you study science, you classify all kind of things. You can classify kinds of rocks, living things, chemicals, and processes. In learning English, or any language, what things can you classify?” Give students a chance to respond and write their suggestions on the board. Their answers may include:

- parts of speech - nouns, verbs, adjectives, adverbs
- kinds of language - formal, informal, slang, careful, fast
- kinds of verbs - regular, irregular
- kinds of nouns - common, proper, singular, plural
- kinds of speech - direct, reported

Ask students, “What did you learn to classify in the past few lessons? Will it help you to use those patterns in the future?” After students tell you, conclude with a comment on how useful this strategy can be in helping us understand how to use English well. Remind them in future lessons when you classify elements of English.

Activity

Explain the activity: “Have you heard of the game called ‘Two Truths and a Lie?’ We will play that game today to practice the strategy Classify. Here is how it goes: We will make groups of 3 or 4. Each member of the group lists two facts about themselves (these are your truths) and one lie - something that is not true about you. The others in your group will *classify* which things you said are facts and which are lies. If you tell a truth that most may not know and a believable lie, you will make it harder for your classmate to guess.”

Give an example for yourself: “I have five brothers, I am good at skating, and I once met the Prime Minister [or other public figure in your country].” Have students guess which thing you said is true. Their answers may include “said” or “told,” as in “You said you have five brothers. I think that is a lie - you do not have that many,” or “You told us that you met the Prime Minister, but I think that is a lie.”

Group students into groups of three or four, and give them the Activity Sheet. As you observe them, use the word “classify” to comment, “Do you classify that as a lie?” After the groups

are finished, ask several to share the most surprising fact they learned about their classmate or the funniest lie.

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. Sue says, “Anna, this stuff is not saying anything to you or me or anyone. It’s what we like to call in the business ... garbage.”
The question is: What does Sue think about the trash that Anna brought?

2. Read the sentences or have students look at the choices on the quiz paper.
The question is: Choose the sentence with correct grammar.

3. Sue says, “Anna, I’ve got to talk to this person. I’ll be right back. Don’t start without me.”
The question is: What instruction does Sue give Anna?

4. Sue says, “Remember: I said to read the instructions really carefully. Where are those instructions?” Then Anna says, “Let’s just plug it in!”
The question is, “Why does Anna have a problem with her lamp?”

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 the form of instructions, using numbered steps. Write the words or phrases you think they may need on the board. Here is the writing prompt:

Explain how to make something, such as a dish you like to cook, a craft item or a simple toy. If time allows, have students exchange their writing with another student and discuss their work.

Conversation

Sue: Welcome to class, Anna. I can't wait to see your trash!

Oh, okay. Alright, it's a -- it's a net with a ... oh, it's got a hole in it. Tell me about that.

Anna: This net said to me, "Anna, I used to catch stuff. I don't anymore. So, use me, Anna." That's what it said. It said, "Use me, Anna."

Sue: Okay. So...it's a plastic helmet.

Anna: This plastic helmet said, "Anna. Hey, Anna, find me a head."

Sue: Okay, um...and a broken toy.

Anna: This broken toy ... this broken toy said to me – it said, "Anna, help me find fun." "Help me, Anna" is what it said.

Sue: Anna, this stuff is not saying anything to you or me or anyone. It's what we like to call in the business ... garbage.

Anna: But you said to bring in trash.

Sue: Sometimes trash is treasure. Sometimes it's just trash.

Sue: Anna, don't worry. Next week, I could teach you decoupage.

Anna: Decoupage. Decoupage. That's fun to say.

Sue: All you need to bring is a clean shoe box. A box that held shoes.

Anna: I got it. I got it! See you next week!

Sue: Anna, welcome to Decoupage class. Decoupage is just gluing pretty pictures onto stuff.

Sue: (Sue gets a phone call.) Anna, I've got to talk to this person. I'll be right back. Don't start without me.

Anna: Got it.

(Sue leaves to take her phone call. Anna gets glue everywhere. She becomes covered with glue and paper.)

Anna: Okay. I can fix this.

Sue: Anna, what happened? I told you to wait for me!

Anna: Actually, you told me not to start without you, which I didn't. Your glue is really sticky.

Sue: Next week, let's try lamp making. There's – there's no glue. Here's a flier.

Anna: Thanks. See you next week.

Sue: Anna, you did really well this week. I think lamp making might be your thing!

Anna: Thanks, Sue. I did everything you told me to do.

Sue: Remember: I said to read the instructions really carefully. Where are those instructions?

Anna: Let's just plug it in!

(Anna plugs in the lamp and, suddenly, the city loses electricity.)

Anna: So, what class will you be teaching next week?

Key Words

| | | |
|-------------|-----|--|
| actually | adv | used to stress that a statement is true especially when it differs in some way from what might have been thought or expected |
| command | n | an order given to a person to do something |
| decoupage | n | the art of decorating an object by gluing pictures onto it |
| electricity | n | a form of energy that is carried through wires and is used to operate machines, lights, etc |
| flier | n | a piece of paper that has something printed on it, such as an advertisement |
| focus | v | to direct your attention or effort at something specific |
| garbage | n | things that are no longer useful or wanted and that have been thrown out |
| glue | n | substance used to stick things tightly together |
| helmet | n | a hard hat that is worn to protect your head |
| hole | n | an opening in or through something |
| net | n | a device that is used for catching or holding things |
| paper | n | the material that is used in the form of thin sheets for writing or printing on, wrapping things, etc. |
| picture | n | a painting, drawing, or photograph of someone or something |
| plastic | n | a light, strong substance that can be made into different shapes and that is used for making many common products |
| plug | n | a part at the end of an electric cord that has two or three metal pins that connect the cord to a source of electricity |
| sticky | adj | covered in a substance that things stick to |
| stuff | n | materials, supplies, or equipment |
| thing | n | an object whose name is not known or stated |

Quiz - Level 2, Lesson 22 - Trash to Treasure, Part Two

Listen. Circle the letter of the correct answer.

1. 1. What does Sue think about the trash that Anna brought?

- 2.
- c. The trash is not good for making things.
- d. Sue thinks Anna is lying when she says the trash spoke.
- e. The trash is too broken to be used.
- f. Sue thinks all these things about the trash Anna brought.

7. 3. What instruction does Sue give Anna?

- 8.
- a. To do only a little bit of decoupage
- b. Not to open the big bottle of glue
- c. To be quiet while she's on the phone
- d. Not to start the decoupage without her

5. 2. Choose the sentence with correct grammar.

- 6.
- a. Sue told that, "Sometimes trash is treasure."
- b. Anna said that the broken toy wanted her help.
- c. Sue said me that this stuff is not saying anything.
- d. The trash is not good for making things.

5. 4. What does Sue say about the wood pieces Anna is looking at?

- 6.
- a. They asked her to turn them into furniture.
- b. They wanted her to save them from the dumpster.
- c. They told her to teach Anna how to fix them.
- d. They spoke the same language that Sue speaks.



Complete the sentences with "said" or "told."

1. Anna _____ Pete's birthday is coming soon.
2. Ashley ___ her to go to Tanglewood Works to find a unique present for Pete.
3. Sue ____ Anna that things in her shop is handmade, reclaimed and recycled.
4. Anna _____, "Wow! That is really good for the environment."
5. Sue _____ Anna to bring in some trash next week.

Now, write 5 more sentences of your own about Lesson 21 or Lesson 22. Use forms of "say" or "tell."

6. _____
7. _____
8. _____
9. _____
10. _____

STEP 1

Write three things about yourself. Two of them should be true facts, and one should be untrue, but believable.

1. _____
2. _____
3. _____



STEP 2

Listen to your classmates. Classify facts and lies. What surprising facts did you learn? Did you hear any funny lies?



LEVEL 2 LESSON 23 ROCK STAR

V•A Learning English

Topics

Telling someone about future plans

Prepare Before Class

Print the Future Continuous handout

Print out the student Activity Sheet

Learning Strategy

Set Goals

Goals

Using the future continuous tense

Day 1

Introduce the Lesson

Say, “In this lesson we watch Anna interviewing her favorite singer, Emma G. You will learn how to use the future continuous tense to talk about future plans.”

Ask students, “Do you have a favorite musician or singer? How do you learn about the singer?” Possible answers may include the singer’s social media pages or their television appearances.

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.

In this lesson, Anna is excited about meeting Emma G. Anna plays a ukelele and a tambourine as Emma is singing her song. Anna also tries to sing along with Emma. Ask students to tell you the names of instruments they play or kinds of singing groups they are part of. Write the names on the board to expand students’ knowledge of music-related vocabulary.

Present the Conversation

Tell students that the video will show Anna interviewing singer-songwriter Emma G. Play the video or audio of the conversation or hand out copies of the text from the Resources section. Ask students to act out the parts of the speakers either in small groups or for the whole class.



Professor Bot's Lesson

Introduction

Anna and Ms. Weaver used the future continuous verb tense to talk about the interview.

We use future continuous to talk about actions that will be in progress at or around a time in the future.

For example, Ms. Weaver says, “Tomorrow, you’ll be interviewing musician Emma G.”

Future

Continuous

There are two options for future continuous. The first is: will be + the -ing form of the verb.

And the second is: be + going to be + the -ing form of the verb. Keep watching for more!

Future Continuous Activity

Expand on the information Professor Bot gave about using the future continuous. “We use the future continuous verb tense for future actions that will continue for a period of time.”

Continue: “Future continuous is used only for action verbs. An action verb is a verb that expresses a physical or mental action. Examples are: ‘write,’ ‘read,’ ‘sing,’ ‘work,’ ‘think’ and ‘stop.’ Verbs like ‘be,’ ‘become,’ ‘feel’ and ‘look’ are not action verbs.” Write this summary on the board:

Future continuous:

- for action verbs only
- has two forms

Forms:

- will (not) be + ing verb
- be (not) + going to be + ing verb

Give an example from the conversation: “Tomorrow, you’ll be interviewing musician Emma G.”

Ask students to work in pairs to find other sentences using the future continuous in the conversation.

Conclude, “With the future continuous, we often shorten the part of the verb that comes after the subject. Look at the examples with ‘you’ll,’ ‘I’ll’ and ‘I’m.’”

Give students the Future Continuous handout. Ask students to sit with a partner. Explain the activity: “For this activity, please look at the time in each sentence. Then think of what you will be doing (or won’t be doing) at that time. Then guess what your partner will or won’t be doing at that time. Write it on your sheet. Ask your partner if your guesses were correct. Give yourself a point for each correct guess.”

After students have done the activity, ask several pairs to share what they learned from their guesses about their partner’s activities.

Learning Strategy

Say, “The learning strategy for this lesson is Set Goals. We set goals when we plan to do something. In this lesson, what do you think Anna’s goals are?” Give students a chance to review the conversation, if necessary, to identify one or two things that Anna seems to want. Possible answers may include: to play music with Emma, to spend time with Emma, or to become friends with Emma.

Continue, “When we are studying English, it is good to set goals for ourselves. Keeping a goal in mind helps us work harder to meet the goal. It is good to have a short-term goal -- something we look forward to doing in the next few months. And we also need to have a long term goal -- something that may be a year or more away. And make sure it is something that is possible. If my goal was to be a star basketball player [choose something unlikely for yourself], it would probably not be possible, because I am too short.”

Ask students, “What are your own goals for learning English?” If possible, hand out small cards for students to write on. “Take a moment to write your goals on the card or in your notebook if you want to keep it private.” If students are willing to share their goals, ask them to post them on the walls of the classroom or on the outside of a notebook to remind them as they study.

Activity

Explain the activity: “In this activity, you will imagine that your favorite musical group is coming to visit your town. As you are the president of the group’s local fan club, they have asked you to plan a sightseeing tour of your town. They have a free day and evening before the day of their concert.”

Ask students to form groups of three or four. Give each student a copy of the Activity Sheet. Continue with the instructions: “First, you need to set goals for the tour. What are the most interesting sights or locations in your town? Write them in the top box. Next, write a description of the tour that you will send to the musicians. Use sentences with the future continuous, like ‘First, we will be visiting...’ Write at least three sentences. Then, tell the members of your group about the planned tour.”

After students have each shared with their group, ask each group to choose the best tour of the area. Have a few students tell the class about their goals for the tour and read their description of the tour.

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. Professor Bot says, "We use future continuous to talk about actions that will be in progress at or around a time in the future."

The question is: Which sentence uses the future continuous correctly?

Read the sentences below or have students read them on the quiz paper.

She is going to be excited when she sees Emma G.

They will not be singing together on tomorrow's show.

Anna will be a smiling woman when Emma G arrives.

Emma G is going to be performing in many concerts there.

2. Emma says, "Well, that -- that's strange. Is that even -- is that even legal?"

The question is: What does Emma G want to know?

3. Anna says, (about Austin) "I can meet you there! We can have lunch." Talking about Chicago, she says, "I could drive over. We could hang out."

The question is: What does Anna suggest to Emma G?

4. Emma says, "Anna, there's no tambourine in this." Then Anna says, "I'm so sorry. I'm so sorry, Emma. See, I've always wanted to sing with you."

The question is: Why is Anna singing over Emma's song?

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 the form of a dialogue. Write the words or phrases you think they may need on the board. Here is the writing prompt:

Imagine you can meet your favorite singer or musician. Write a conversation between yourself and the singer or musician. Find out where they will be performing in the near future and tell them your own plans to attend their performances.

If time allows, have students pair with another student and act out their work for the class.

Song by Emma G

At the end of the lesson you will find the words to Emma G's song, "Just Drive." A video of her singing is available here: <https://tinyurl.com/lle2-eg>. If you can play the video in class, play it for as long as it takes for the singer to sing two lines, then stop and ask students what the singer said. At the end of the song hand them the sheet with the words and have them listen again.

Conversation

- Anna: Hello?
- Ms. Weaver: Anna, this is Ms. Weaver.
- Anna: Ms. Weaver!
- Ms. Weaver: Tomorrow, you'll be interviewing musician Emma G.
(Anna is very excited. She loves Emma G's music.)
- Anna: Emma G?! I will be talking to Emma G?!
- Ms. Weaver: Anna? Anna, are you there?
- Anna: Hello and welcome to The Music! Today, musician Emma G will be joining us here!
- Anna: She is a wonderful songwriter and an amazing singer. And I love her! Let's give a warm welcome to Emma G!
- Anna: Hi. Thank you for coming on the show, Emma G.
- Emma G: Of course. It's great to be here.
- Anna: Well, we can't wait to hear you sing. I listen to your music a lot. So, I feel like I know you. Is that strange?
- Emma G: Anna, listening to music can be a very personal experience. So, no, that's not strange.
- Anna: Good because I made something for you -- a video scrapbook of our friendship.
- Anna: I took photos of you and added myself. I worked on it all weekend.
- Emma G: Well, that -- that's strange. Is that even -- is that even legal?
- Anna: Now, Emma, let's talk about your schedule. Tell me ... I mean, tell us exactly where you will be and when. Exactly.
- Emma G: Sure. Well, in early June, I'll be performing at several venues across Austin, Texas.
- Anna: That's my vacation week. I can meet you there! We can tour the city. We can have lunch.
- Emma G: Um, yeah maybe. Then in mid-July, I'm going to be teaching at a music camp in Chicago.
- Anna: I'll be visiting my sister then. She only lives about six hours from Chicago! I

could drive over. We could hang out.

Emma G: Yeah, uh maybe. You know, maybe now is a good time for some music.

Anna: That's a great idea. Now, let's hear a song from Emma G.!

Emma G: I wrote this song a couple of years ago. It's called "Wary."

Emma G: Do you believe in happy endings?

Anna: Endings...

Emma G: Do you really believe that we could be...

Anna: Be...

Emma G: I think something is wrong. I hear a voice in the background.

Anna: Sorry. Sorry, Emma. That was me. I'm just so excited.

Emma G: No problem. I'm glad you like the song.

Anna: You go ahead. You go ahead.

Emma G: Okay. Do you believe in happy endings?

(She hears a tambourine playing and looks at Anna.)

Emma G: Anna, there's no tambourine in this.

Anna: I'm so sorry. I'm so sorry, Emma. See, I've always wanted to sing with you.

Emma G: Well, come on over then and we can sing a song together first.

Anna: No, I couldn't.

Emma G: Come on. It'll be fun.

Anna: Okay! Here. I brought my favorite song.

Emma G: Oh, uh okay. Actually, I like this song. Um, are you ready?

Anna: Yes! Yes!

Emma G: Okay.

Emma G & Anna:

*Every breath you take**
Every move you make
Every bond you break
Every step you take
I'll be watching you ...
I'll be watching you...
I'll be watching you...

*From "Every Breath You Take" by The Police

Key Words

| | | |
|--------------|-----|---|
| add | v | to put something with another thing or group of things |
| amazing | adj | causing great surprise or wonder |
| background | n | a position that attracts little attention |
| break | v | to separate something into parts or pieces often in a sudden and forceful or violent way |
| breath | n | the air that you take into your lungs and send out from your lungs when you breathe |
| bond | n | something (such as an experience, or feeling) that is shared between people or groups and forms a connection between them |
| form | n | a type or kind of something |
| future | n | the period of time that will come after the present time |
| hang out | v | (phrasal verb) to spend time relaxing, talking, or doing something with someone |
| interruption | n | to say things while another person is speaking |
| legal | adj | of or relating to the law |
| mental | adj | of or relating to the mind |
| personal | adj | relating to a person's private feelings, thoughts or problems |
| schedule | n | a plan of things that will be done and the times when they will be done |
| scrapbook | n | a book with blank pages to which you attach photographs, letters or newspaper stories to help you remember a person or time |
| songwriter | n | a person who writes the words or music to songs |
| step | n | one of a series of actions that are done to achieve something |

| | | |
|------------|------------|---|
| tambourine | <i>n</i> | a small musical instrument that is held in one hand and played by shaking or hitting it with the other hand |
| tour | <i>n</i> | a series of performances, appearances, or competitions that occur at different places over time |
| wary | <i>adj</i> | not having or showing complete trust in someone or something that could be dangerous or cause trouble |
| venue | <i>n</i> | the place where an event takes place |

Quiz - Level 2, Lesson 23 - Rock Star

Listen. Circle the letter of the correct answer.

1. Which sentence uses the future continuous correctly?

- a. She is going to be excited when she sees Emma G.
- b. They will not be singing together on tomorrow's show.
- c. Anna will be a smiling woman when Emma G arrives.
- d. Emma G is going to be performing in many concerts there.

3. What does Anna suggest to Emma G?

- a. She can meet Emma G in Austin, Texas.
- b. Anna and Emma G can have lunch together.
- c. Emma G and Anna could hang out in Chicago.
- d. She suggests all of these things to Emma G.

2. What does Emma G want to know?

- a. If it was legal for Anna to make the scrapbook
- b. Why Anna feels like she knows Emma G
- c. If Anna wants to perform a song with Emma G
- d. How Anna became such a strange person

4. Why is Anna singing over Emma's song?

- a. Emma G needs someone to sing in the background.
- b. Anna has always wanted to sing with Emma G.
- c. Emma wants to give Anna a chance to make music.
- d. Anna hopes that Emma G will sing her favorite song.



Use the future continuous to complete the sentences with information about what you will be doing at the times shown.

Use:

- will (or won't) be + ing verb
- be (not) + going to be + ing verb

Then, sit with a partner and write sentences, guessing what your partner will be doing at the same times.

1. After the lesson, I _____
I think my partner _____
2. At 8 p.m. this evening, I _____
I think my partner _____
3. On Saturday night, I _____
I think my partner _____
4. For dinner today, _____
I think my partner _____
5. At 7 a.m. tomorrow, I _____
I think my partner _____

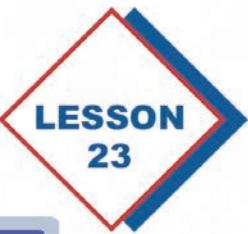
Now, ask your partner what they will be doing at each of the times above. Award yourself one point for each correct guess.

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STEP 1



Your favorite musical group is coming to your town. They have asked you to plan a tour for them in your town. What are your goals for the tour? Write them below.



STEP 2

Write a plan for the tour using sentences like, "We will be visiting...." Write at least three sentences in the box. Tell your classmates about your plans for the tour.

"Just Drive" by Emma G

Saw you enter the room with that look in your eye
You made it so damn clear that I was on your mind
I wracked my brain in vain just to find an excuse
But you were watching me while I was watching you
And oh, I know I made it obvious
Subtlety and I are not friends
And deep inside I'm more than curious
Ahhh

We don't know where we're going
But think where we could be
I'll just keep on hoping
That it's only you and me
The road is paved with magick
And it's made for you and I
So baby just drive

Now we cut to a scene a couple months down the line
I tried to push you away, I guess I'm scared of flying
I told myself that I would make you King for a Day,
But you made me Queen, and I lost my way
And oh, I know I'm breaking promises
But rules and I are not friends
And deep inside you got me positive
Ahhh

We don't know where we're going
But think where we could be
I'll just keep on hoping
That it's only you and me
The road is paved with magick
And it's made for you and I
So baby just drive



LEVEL 2 LESSON 24 I FEEL SUPER!

V•A Learning English

Topics

Giving warnings

Giving advice

Expressing preferences

Prepare Before Class

Print the Advice handout

Print out the student Activity Sheet

Learning Strategy

Rehearse

Goals

Using had better and would rather

Day 1

Introduce the Lesson

Say, “In this lesson Anna gets hit by lightning and, suddenly, can do amazing things. Or she thinks she can.”

Ask students, “Do you like to read books or watch movies about super heroes? What are their names?”

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.

In this lesson, Anna thinks she has become a super hero. Ask students, “What powers does your favorite super hero have?” List them on the board and explain that in this lesson we will find out what powers Anna has.

Present the Conversation

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



Professor Bot's Lesson

Introduction

Oh No! Anna was just hit by lightning. She had better get help.

We use “had better” to give advice. It is very informal and stronger than “should” and “ought to.” For example, Anna says: “You’d better decide soon. Last year, it sold out.”

Using Had

When we use “had better,” we usually shorten the word “had” after personal pronouns.

Better

and Would

Rather

We use “would rather” to say what we or someone else prefers to do or have. For example, the boy says: “Okay. If I had to choose, I’d rather be born a superhero.”

With “would rather,” we also shorten the word “would” when used with personal pronouns. Keep watching and listen for “had better” and “would rather.”

Giving Advice Activity

Expand on the information Professor Bot gave about using “had better.” “We use ‘had better’ to give advice. It is stronger than ‘should’ and ‘ought to.’ It tells us that there may be consequences if a person doesn’t take the advice.” Write these example on the board:

You had better decide soon. Last year, it sold out.
(Consequence: The conference might sell out.)

Anna had better be careful with her superpowers!
(Consequence: Someone could get hurt.)

Continue: “The verb form is always had (not have) and we use a simple verb after had better. We also usually shorten had with personal pronouns: ‘I’d,’ ‘you’d,’ ‘he’d,’ ‘she’d,’ ‘we’d’ and ‘they’d better.’”

Give each student the Giving Advice handout. Pair students and ask them to begin by completing the top section independently. They are asked to write four sentences with general advice for people visiting their country. If students are uncertain about what to write, discuss the kinds of polite behavior that people in their country expect. Give some examples depending on the culture of your students’ home countries. For Japan, for example, advice might be “You should take off your shoes before entering someone’s home.”

Next, ask students to write four pieces of advice about the situations pictured on the handout. After students in pairs have finished, ask two pairs to get together and form a group of four. In the group, they should read one of their sentences and have the other pair guess the situation the advice is for.

Day 3

Learning Strategy

Say, “The learning strategy for this lesson is Rehearse. We rehearse when we try out new language patterns or vocabulary. In this lesson, Anna is rehearsing to act as a superhero. She thinks she can fly.”

Continue, “When we are studying English, we often need to rehearse - for example, before giving a presentation or before acting in a role play. In our daily life, we may rehearse for a job interview or an important ceremony.”

Ask students, “Does rehearsing before speaking English help you?” Give students a chance

to think and share their examples with the class. Possible answers may include, “It helps me feel more confident,” or “It helps me understand what I need to improve.”

Continue: “Think about the things you have done to rehearse as you prepared for using English in specific situations. Write in your notebook or on a sheet of paper: ‘How I Rehearse While Learning English.’ Look back at the list when you feel nervous about speaking English. I hope it will help you feel more confident.”

Activity

Review the use of “would rather:” “We use ‘would rather’ to say what someone prefers to do or have. It is very common in spoken English. We also usually shorten ‘had’ with personal pronouns: ‘I’d,’ ‘you’d,’ ‘he’d,’ ‘she’d,’ ‘we’d’ and ‘they’d’ rather.”

Explain the activity: “In this activity, you will give your preferences using “would rather.” Ask students to form pairs. Give each student a copy of the Activity Sheet. Have two students demonstrate the activity by acting out the sample dialogue or provide a similar question of your own: “Would you rather have a one-hour test on Friday or four 15-minute quizzes from Monday - Thursday?”

Observe students as they work in pairs to complete the activity. Ask several pairs to share interesting reasons they heard from their partners for their preferences.

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. Anna says, “So, since we’re talking about superheroes: would you rather become a superhero by accident, like Spiderman, or be born a superhero, like Wonder Woman?”
The question is: What is one thing Anna wants to know about the young man?

2. Professor Bot says, “We use ‘had better’ to give advice.”
The question is: Which sentence uses the new grammar correctly?
Read the sentences or ask students to read them on their paper.

The young man would better decide today.
Anna had rather become a superhero by accident.
She'd better see a doctor sometime soon.
All of these sentences use the new grammar correctly.

3. The young man says, “What was that!? Are you okay?” Then Anna answers, “I’m better than okay. I feel super!” The young man tells her, “You’d better see a doctor.” Again, Anna answers him, “I’ve never felt better!”

The question is: Why does Anna think she doesn’t need to see a doctor?

4. Anna says, “Now, I need to find my superpowers --”

The question is, What does Anna want to know?

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 the form of a dialogue. Write the words or phrases you think they may need on the board. Here is the writing prompt:

Conversation

- Anna: Hi! I see you like superhero culture. Me too. In fact, tonight I'm going to the big superhero convention. Are you going?
- Young man: Um, I don't know.
- Anna: Well, you'd better decide soon. Last year, it sold out. So, since we're talking about superheroes: would you rather become a superhero by accident, like Spiderman, or be born a superhero, like Wonder Woman? Take your time. It's a big question. I thought about it for days –
- Young man: Okay. If I had to choose, I'd rather be born a superhero.
- Anna: I'd rather become a superhero by an unexpected accident!
- Young man: Aren't all accidents unexpected?
- Anna: Well, yeah.
- Young man: What was that!? Are you okay?
- Anna: I'm better than okay. I feel super!
- Young man: You'd better see a doctor.
- Anna: I've never felt better!
- Young man: You were just struck by lightning!! And what happened to your hair and your clothes?
- Anna: I don't know. Wait, I do know. This is my super suit! And this is my origin story.
- Young man: What are you talking about?
- Anna: An origin story tells the beginning of a superhero. You should know that.
- Young man: You're not making any sense, lady.
- Anna: I would rather be called Lightning Bolt Lady! It'll sound great in a theme song: Lightning Bolt Lady!
- Anna: Now, I need to find my superpowers --
- Young man: Um, I really think --
- Anna: Wait. Don't tell me. I'll read your mind. You are thinking you'd like to be my super helper.
- Young man: I was not thinking that.
- Anna: ... that you'd like to live in a tree house.

- Young man: No.
- Anna: ... that you should eat more vegetables.
- Young man: Please, stop talking. You really should get some help.
- Anna: Mind reading is not my superpower. Maybe I can become invisible. I ... am ... invisible! You can't see me. Who am I? I'm not here. You can't see me.
- Young man: I can see you and so can everybody else.
- Anna: No power of invisibility. Maybe I can create a force field. I feel it working.
Nothing can hurt –
(Someone throws a piece of paper and it hits her head.)
- Anna: Ow, that wasn't very nice. I see I have a lot of work to do. Well, goodbye, non-super person!
- Young man: Wait. I'd better go with you. You might get worse...if that's even possible.
- Anna: That's very nice of you, ordinary human. But I'd rather go by myself. This is a quest.
- Young man: Every time you speak, I get more confused.
- Anna: A quest is a part of all superhero stories. You really need to work on your superhero studies. Now, stand back. I've never flown before.
- Young man: And you're not flying now.
- Anna: Flying is also not my superpower. That's too bad. It's going to be expensive to Uber everywhere. You know, I'd rather walk. It's a nice day. Goodbye, non-super person.
- Young man: I am not talking to strangers again.
- Announcer: Will Lightning Bolt Lady find her superpowers ... ever? Ouch! Did that brick wall hurt? Will the young man ever talk to a stranger again? Find out on the next episode of Let's Learn English!

Key Words

| | | |
|--------------|-------------------|---|
| announcer | <i>n</i> | a person who gives information on television or radio |
| become | <i>v</i> | to begin to be or come to be something |
| brick | <i>n</i> | a small, hard block of baked clay that is used to build structures, such as houses, and sometimes to make streets |
| by accident | <i>expression</i> | in a way that is not planned or intended |
| create | <i>v</i> | to make or produce something |
| convention | <i>n</i> | a large meeting of people who come to a place for usually several days to talk about their shared work or other interests |
| consequence | <i>n</i> | something that happens as a result of a particular action or set of conditions |
| decide | <i>v</i> | to make a choice about something |
| force field | <i>n</i> | an invisible or transparent shield of energy that some superheroes produce as a form of protection |
| human | <i>n</i> | a person |
| invisible | <i>adj</i> | impossible to see |
| lightning | <i>n</i> | the flashes of light that are produced in the sky during a storm |
| origin story | <i>n</i> | a story that informs the identity and motivations of heroes and villains in a comic book |
| prefer | <i>v</i> | to like someone or something better than someone or something else |
| power | <i>n</i> | physical force or strength |
| quest | <i>n</i> | a journey made in search of something |
| stand | <i>v</i> | to be in an upright position with all of your weight on your feet |
| superhero | <i>n</i> | a fictional character who has amazing powers, such as the ability to fly |

| | | |
|------------|------------|---|
| superpower | <i>n</i> | a special power that only superheroes have |
| super suit | <i>n</i> | the special clothing that a superhero wears |
| theme song | <i>n</i> | a piece of music from a television program or film that is remembered as the music that represents that program or film |
| Uber | <i>v</i> | to ride in an Uber car |
| unexpected | <i>adj</i> | not expected |
| urgency | <i>n</i> | something that is very important and needs immediate attention |
| wall | <i>n</i> | the structure that forms the side of a room or building |

Quiz - Level 2, Lesson 24 - I Feel Super!

Listen. Circle the letter of the correct answer.

- | | |
|---|---|
| <p>1. What is one thing Anna wants to know about the young man?</p> <p>a. If he would buy her a ticket to tonight's Superhero Convention</p> <p>b. Anna wants to know if he likes superhero culture more than her.</p> <p>c. If he would rather be born a superhero or become one by accident</p> <p>d. Anna wants to know all of these things about the young man.</p> | <p>3. Why does Anna think she doesn't need to see a doctor?</p> <p>a. Anna's origin story says lightning cannot hurt her.</p> <p>b. She would rather not tell the doctor what happened.</p> <p>c. Anna feels great and thinks she is now a superhero.</p> <p>d. She doesn't think she needs a doctor for all these reasons.</p> |
| <p>2. Which sentence uses the new grammar correctly?</p> <p>a. The young man would better decide today.</p> <p>b. Anna had rather become a superhero by accident.</p> <p>c. She'd better see a doctor sometime soon.</p> <p>d. All of these sentences use the new grammar correctly.</p> | <p>4. What does Anna want to know?</p> <p>a. What foods the young man eats</p> <p>b. Why she cannot read the young man's mind</p> <p>c. What superpowers she now has</p> <p>d. Why the young man doesn't want to be her helper</p> |



A. Complete the four sentences with advice for people visiting your country for the first time.

1. You should (n't)
2. You'd better (not)
3. If I were you,
4. You ought (not) to

B. Now, work with a partner. Write four pieces of advice for the modern-day situations below. Use a different structure for giving advice each time.

| | |
|-----------------------------------|----------------------|
| Using mobile phones | 1. 2. 3. 4. |
| Using social networking sites | 1. 2. 3. 4. |
| Meeting People | 1. 2. 3. 4. |
| Getting around | 1. 2. 3. 4. |
| Visiting someone's home | 1. 2. 3. 4. |
| Dining out | 1. 2. 3. 4. |

C. Join with another pair. Take turns choosing a situation at random and read one of your pieces of advice to the other pair. The other pair has to guess which situation the advice is for. If the pair guesses correctly, they score four points. If they guess incorrectly, read a second piece of advice. The pair then guesses again for three points and so on.

STEP 1

Look at the “would you rather” questions. Ask your partner each question, then ask, “Why?” for each of their answers.

Would you
rather travel
to the past or
to the future?

Why?



I'd rather
travel to the
past.



I know more about
the past because
I've studied history.

Would you rather travel to the past or to the future?

Would you rather be best friends with a celebrity or have your dream job?

Would you rather play a sport professionally or be an actor / actress?

Would you rather live on the moon or at the bottom of the sea?

Would you rather be a chef or a waiter?

Would you rather eat chocolate for an entire day or broccoli?

STEP 2

Write a sentence about what your partner would rather do on the lines below each question. Is it the same as your own choice or different?

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LEVEL 2 LESSON 25 ONLY HUMAN

V•A Learning English

Topics

Giving help
Talking about achievements

Prepare Before Class

Print the Past Perfect Continuous handout
Print out the student Activity Sheet

Learning Strategy

Self Talk

Goals

Using past perfect continuous

Day 1

Introduce the Lesson

Say, “In this lesson Lightning Bolt Lady goes looking for her superpowers. But will she ever find them? And will she find someone to help? We will find out today.”

Ask students, “What do you think of Lightning Bolt Lady? Do you think it’s possible for a human to get superpowers?”

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.

In this lesson, Anna tries to use her superpowers to help people. Ask students, “If a superhero came to our classroom, how could they help us to learn English better?”

Present the Conversation

Tell students that the video will show Anna looking for ways to help people with her superpowers. Play the video or audio of the conversation or hand out copies of the text from the Resources section. Ask students to act out the parts of the speakers either in small groups or for the whole class.



Professor Bot's Lesson

Introduction

Oh No! Anna was just hit by lightning. She had better get help.

I can't wait to hear this one! But first, let's talk about grammar. Professor Bot is on vacation this week. I'm the announcer. So, I'm going to tell you about the past perfect continuous.

Using Past

We use this verb tense to show that an action started in the past and continued to another time or action in the past.

Perfect Continuous

For example, I said, "She had been walking into that wall for about 15 minutes when she had a great idea."

"Had been walking" is the past perfect continuous of the verb walk. It's "had been" plus the -ing form of the verb.

You'll hear me use this verb tense a few more times today.

Final comment

Now, what am I forgetting? Oh right! Lightning Bolt Lady's great idea.

Past Perfect Continuous Activity

Print enough of the Past Perfect Continuous handouts for one per group of four students. Divide the students into groups of four. Groups of three are also possible by removing one card. Ask students to separate the handout so each member of the group has one card.

with a sentence beginning and six blank lines. Explain the combination of the past perfect continuous tense with the simple past tense: “The past perfect continuous tense is like the past perfect tense, but it expresses longer actions in the past before another action in the past. Because of this quality, we often find a nearby statement in the simple past tense. For example: ‘The young man had been reading for an hour when Anna asked him about superheroes.’ The past perfect progressive tense verb is ‘had been reading’ and the simple past tense verb is ‘asked.’ In the activity today we will practice these two tenses together.”

Introduce the activity: “We will play a game to make some long sentences. They will include both the past perfect continuous and the simple past tense. You will alternate the two tenses to make a funny long sentence. On the card, it will look like this:” Write on the board:

- Sentence in the past perfect continuous
1. Sentence using the simple past
 2. Sentence using the past perfect continuous
 3. Sentence using the simple past
 4. Sentence using the past perfect continuous
 5. Sentence using the simple past
 6. Sentence using the past perfect continuous
 7. (optional) Sentence using the simple past

Say, “Let’s begin with this:” Write on the board:

They had been riding camels through the desert for half a day...

Ask students for ideas using the simple past to create the next part of the sentence, for example, “...before it started raining,” “...when they saw an ice cream shop,” etc. Choose one of the student’s examples and write it on the board:

...when they saw an ice cream shop

Next, ask students for ideas in the past perfect continuous to create another part of the sentence and write a student’s example on the board:

...and since they had been looking for one for an hour

Continue until the students have created a long sentence. Here is an example:

They had been riding camels through the desert for half a day, when they saw an ice cream shop and since they had been looking for one for an hour, they stopped for a break because one of the children had been complaining about the heat but then the ice cream shop

closed because the workers had been wanting to see the camels.

Give instructions to the groups of students: “ Each of you has a card with a sentence. Silently, read the part of a past perfect continuous sentence at the top of your card. Then, write a simple past part on line one of the box underneath to continue the sentence. Now this is important: fold along the dotted line above the box so that only the part you wrote appears.”

Check to make sure students understand and complete the first instruction. Then, tell students to pass their card to the person on their right who writes a part of a past perfect continuous sentence on line two. Students then fold along the dotted line as before so only their sentence half shows.

This process is repeated with students writing past perfect continuous and past simple sentence halves alternately until the card is complete.

Students correct any mistakes in the sentences as they go. Finally, each group chooses the best or most amusing long sentence and reads it to the class.

Day 3

Learning Strategy

Say, “The learning strategy for this lesson is Self Talk. That means to encourage yourself by telling yourself about your abilities. In this lesson, Lightning Bolt Lady tells herself about her superpowers. She says, “Super-speed walking is definitely one of my superpowers.” Later, she says, “Wow! I can charge a lot of batteries with this superpower!”

Continue, “When we are learning English, it can help to tell ourselves what we know how to do.” Give an example from your own experience if possible. “For example, once when I was in school, I had to talk to a group of teachers in English. I was nervous. I told myself, ‘You know what you want to say. You practiced it. You can do this!’ That made me feel more confident and I gave the talk with no problems. Afterward, someone came to me and said I seemed very calm and sure of myself.”

Ask, “How about you? Have there been times when you used Self Talk to give yourself more confidence? Write about it in your notebook. And the next time you are feeling uncertain about your ability, try using Self Talk to help yourself use English bravely.” Ask students to share what they have written about using Self Talk.

Activity

In this activity, students will complete a story about a young woman who becomes a flight attendant. Give students the Activity Sheet and ask them to complete the blanks in the story about Nilsa. Check their answers as a class, pointing out the appropriate use of the simple past and the past perfect continuous.

Have students get into pairs. Explain the activity: “Next, please interview your partner about their greatest accomplishment. Write a similar story using the simple past and the past perfect continuous.

After students have finished writing about each other’s accomplishments, ask for volunteers to retell the story to the class.

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. The announcer says, “When last we saw Anna, she had made a new friend. And they had been talking about superheroes for a while when suddenly Anna became Lightning Bolt Lady! She tried to find her superpowers. But it did not go well. She can’t fly, become invisible or create a force field. And she really cannot walk through walls. She had been walking into that wall for about 15 minutes when she had a great idea.

The question is: What does the announcer say about Lightning Bolt Lady?

2. The announcer says, “I’m going to tell you about the past perfect continuous. We use this verb tense to show that an action started in the past and continued to another time or action in the past. For example, I said, “She had been walking into that wall for about 15 minutes when she had a great idea.” Had been walking is the past perfect continuous of the verb walk. It’s ‘had been’ plus the -ing form of the verb.”

The question is: Which sentence uses the new grammar correctly?

Read the sentences below or have students read them on their quiz paper:

They have been talking about superheroes for a while when suddenly Anna became Lightning Bolt Lady.

She had been walked into that wall for about 15 minutes when she had a great idea.
She had been looking for hours for someone to help when she found her chance.

3. Lightning Bolt Lady says, “Lightning is really fast and I like speed walking. So, maybe one of my superpowers is super-speed walking! Check! Super-speed walking is definitely one of my superpowers.”

The question is: What superpower does Lightning Bolt Lady learn that she has?

4. Lightning Bolt Lady says, “But you don’t have enough firewood. Using my super-speed walking, I will get more.”

The question is, What is one way that Lightning Bolt Lady helps the children?

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 the form of a superhero story like Lightning Bolt Lady’s. Write the words or phrases you think they may need on the board. Here is the writing prompt:

Imagine that you could have any two superpowers you want. What is your superhero name? What are your superpowers? Write about how you use them to help others.

When students have finished, ask them to exchange papers and read each other’s work. Collect the stories to make a class superhero book.

Conversation

Announcer: When last we saw Anna, she had made a new friend. And they had been talking about superheroes for a while when suddenly Anna became Lightning Bolt Lady! She tried to find her superpowers. But it did not go well. She can't fly, become invisible or create a force field. And she really cannot walk through walls. Ouch, Lightning Bolt Lady. She had been walking into that wall for about 15 minutes when she had a great idea.

Lightning Bolt: I just had a great idea! If I want to know my superpowers, I'll need to learn about lightning!

Announcer: So, she read many books about lightning.

Lightning Bolt: Wow. A lightning strike usually lasts less than a second.

(She tells this to a person and he slowly moves away.)

Lightning Bolt: Lightning is really fast and I like speed walking. So, maybe one of my superpowers is super-speed walking! (to stranger) Bye!

(She begins to super-speed walk.)

Lightning Bolt: Check! Super-speed walking is definitely one of my superpowers. Lightning has millions of volts of electricity. Amazing!

(She puts her hand up and lightning bolts shoot from her fingers.)

Lightning Bolt: Wow! I can charge a lot of batteries with this superpower!

Announcer: She had been looking for hours for someone to help when she found her chance.

Woman: Hello? Hello? I'm sorry. I'm going to have to call you back. My phone is dying.

Lightning Bolt: Excuse me, I can charge your phone.

Woman: Really? Thanks!

Lightning Bolt: (singing) I'm Lightning Bolt Lady!

(She takes the woman's phone and shoots it with a lightning bolt. But it turns into ashes. Then, she gives the woman lots of money and smiles and says goodbye.)

Announcer: She had been practicing her superpowers all day. Suddenly, she heard a terrible sound – a child's disappointment.

Announcer: These children tried to light a fire for over an hour. But then, they gave up.

Parent: Hey kids, that wood will never burn. It's too wet.

Lightning Bolt: Small humans, what is wrong?

Child: Stranger danger!

Lightning Bolt: (singing) I'm Lightning Bolt Lady!

Young Man: Oh no. It's you.

Lightning Bolt: We meet again. And guess what: I found my superpowers.

Child: Well, we need a fire to toast the marshmallows to make S'mores.

Lightning Bolt: I can help.

Young Man: We don't need a super-speed walker but thanks!

Lightning Bolt: Super-speed walking is just one of my superpowers. I can also do this!

(She tries to use her lightning bolts but it doesn't go well.)

Lightning Bolt: Sorry! Let me do it again.

(She lights the fire with her lightning bolts.)

Children: Thanks, Lightning Bolt Lady!

Young Man: (singing) Lightning Bolt Lady!

Lightning Bolt: You're welcome. But you don't have enough firewood. Using my super-speed walking, I will get more.

(She super-speed walks around to get firewood.)

Parent: Lightning Bolt Lady, come back! A lightning storm is coming!

Lightning Bolt: Not a chance! There's not a cloud in the ...

Child: Lightning Bolt Lady, are you okay?

Child: Where's your super-suit?

Anna: Oh no! I've lost my superpowers!

Young Man: It's starting to rain. Do you want to go inside and eat some S'mores?

Anna: You read my mind. You know, I thought mind reading would be one of my superpowers. But it wasn't.

Child: That'd be a cool superpower.

Child: But I'd rather be able to talk to animals.

Key Words

| | | |
|----------------|---------------------|---|
| ash | <i>n</i> | the soft gray powder that remains after something, such as wood, has been completely burned and destroyed by fire |
| average | <i>adj</i> | a number that is calculated by adding quantities together and then dividing the total by the number of quantities |
| battery | <i>n</i> | a device that is placed inside a machine (such as a clock, toy, or car) to supply it with electricity |
| cause | <i>v</i> | something or someone that makes something happen or exist |
| charge | <i>v</i> | to give an amount of electricity to something |
| cloud | <i>n</i> | a white or gray mass in the sky that is made of many very small drops of water |
| definitely | <i>adv</i> | without doubt |
| disappointment | <i>n</i> | the state of feeling of being disappointed |
| firewood | <i>n</i> | wood used to make fire |
| give up | <i>phrasal verb</i> | to stop an activity or effort |
| marshmallow | <i>n</i> | a soft, white, sweet food made of sugar and eggs |
| million | <i>n</i> | the number 1,000,000 |
| not a chance | <i>expression</i> | there is no possibility |
| second | <i>n</i> | a unit of time that is equal to $1/60$ of a minute |
| s'mores | <i>n</i> | a sweet snack consisting of a chocolate bar and toasted marshmallows sandwiched between graham crackers |
| strike | <i>n</i> | the act of hitting something with force |
| terrible | <i>adj</i> | very shocking and upsetting |
| volt | <i>n</i> | a unit for measuring the force of an electrical current |

Quiz - Level 2, Lesson 25 - Only Human

Listen. Circle the letter of the correct answer.

1. What does the announcer say about Lightning Bolt Lady?

- a. She made a new friend.
- b. She has not found her superpowers.
- c. She walked into a wall.
- d. The announcer says all of these things

3. What superpower does Lightning Bolt Lady learn that she has?

- a. Reading and learning things very quickly
- b. Making lightning strike longer than a second
- c. Speed-walking at a much faster speed
- d. She finds out all of these are her superpowers.

2. Which of these sentences correctly uses the past perfect continuous verb tense?

- a. They have been talking about superheroes for a while when suddenly Anna became Lightning Bolt Lady.
- b. She had been walked into that wall for about 15 minutes when she had a great idea.
- c. She had been looking for hours for someone to help when she found her chance.
- d. All of these sentences use the past perfect continuous verb tense correctly.

4. What is one way that Lightning Bolt Lady helps the children?

- a. She teaches them how to start a fire with lightning.
- b. She gets more firewood using super-speed walking.
- c. She shows them the best places to find firewood.
- d. She does all of these things to help the children.

Sample: They had been riding camels through the desert for half a day, when they saw an ice cream shop and since they had been looking for one for an hour, they stopped for a break because one of the children had been complaining about the heat but then the ice cream shop closed because the workers had been wanting to see the camels.

Jessica had been running as fast as she could for what felt like hours...

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Luke had been hanging on to the rope for as long as he could...

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

We had been standing on the roof of our car for about half an hour...

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

I had been trying to move the rock by myself for several minutes...

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.



STEP 1

Complete the story with the verbs in brackets in their simple past or past perfect continuous form.

Nilsa's Greatest Achievement

Yesterday was my first day on the job as a flight attendant. Before I (1) (be) hired for this position, I (2) (apply) for flight attendant jobs since I graduated from high school! It's not an easy job to get. I (3) (work) as a travel agent for nearly seven years until High Skies Airlines

(4) (call) me. I (5) (have) my interview a month ago.

I (6) (be) a bit nervous, but I still (7) (feel) ready because

I (8) (prepare) for two weeks.

I'm definitely proud to say that this has been one of my biggest achievements!



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STEP 2

Interview your partner. What is his or her greatest achievement? What was the achievement and when did it happen? What had he or she been doing before achieving it? How long had he or she been preparing for it and how? Write a paragraph using the simple past and the past perfect continuous.



LEVEL 2 LESSON 26 LOOK- ALIKES

Topics

Talking about similarities and differences

Prepare Before Class

Print the two-page Describing People handout

Print out the student Activity Sheet

Learning Strategy

Find and Apply Patterns

Goals

Learn language for describing people

Review comparatives

Day 1

Introduce the Lesson

Say, “In this lesson Anna learns that there is someone who looks just like her. In English, we call such a person a ‘look-alike.’ Have you ever met or heard of two people who are not related but look like each other?” Give students a few minutes to tell about look-alikes they know.

Continue, “In this lesson, we will learn how to talk about similarities and differences between people.”

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. Make sure students understand that “evil” means “bad” or “causing harm or injury to someone.”

Say, “In this lesson, Anna meets her ‘evil twin.’ Her name is a play on words: ‘Evil Anna.’ The evil twin, or two different personalities within one person, is an idea from fiction. Have you read any stories that use that idea? One is ‘The Strange Case of Dr Jekyll and Mr Hyde’ by Robert Louis Stevenson. Because of this book’s popularity, English speakers use the expression, ‘Jekyll and Hyde’ to describe opposite characteristics in one person.” Ask

students to share similar stories from their own culture.

Day 2

Present the Conversation

Tell students that the video shows Anna meeting her look-alike at work. Play the video or audio of the conversation or hand out copies of the text from the Resources section. Ask students to act out the parts of the speakers either in small groups or for the whole class.



Professor Bot's Lesson

Introduction

Two Annas? Today, we're reviewing ways to describe and compare people. Keep watching for descriptions of people!

Describing people

So, did you find anything? Here are a few things I found: Anna uses the words "look alike" to talk about the new consultant. She says, "We look alike, don't we?"

Penelope uses "than" and the comparative adjective "nicer" to compare Anna with the new consultant. She says, "You're much nicer than she is." Keep watching for more!

Describing People Activity

Give students the Describing People handout. Explain the activity: "Let's review the words we use to describe people. Then we will describe peoples' facial features." Ask for volunteers to read the sections on page one of the handout. For the section on body type, note that it is considered unkind to talk about someone's weight or body size. In this handout, the word "heavyset" is best avoided in direct conversation with the person being described.

For page two, pair students and ask them to apply their knowledge of describing facial features to describe the pictures of people. Have them write three sentences about the people.

Learning Strategy

Say, “The learning strategy for this lesson is Find and Apply Patterns. When Pete and Penelope tell Anna about her look-alike, they talk about her pattern of behavior. Can you find examples of what they say about Evilana?” As students respond, write the examples on the board:

She always wears a hat.

She's not nervous or shy.

She's mean.

Continue, “Pete applies those patterns by making a general comment about Evilana: ‘I met her and she is very difficult.’ Anna thinks the problem may be that Evilana is new. She thinks it is normal to feel nervous at a new job.”

Conclude, “Now let’s think about the patterns we use when learning English. When you started learning English, did you notice some patterns?” Ask students to talk in pairs and come up with some examples of patterns they know in English. One might be that when people talk about more than one of a thing, the /s/ sound follows the noun. Or the past tense usually sounds like /ed/ but after some sounds, like /p/ it becomes /t/. Explain, “When we understand a pattern like this, we can apply it by using it when we talk. In this lesson, you will learn some patterns for describing people. You can apply these in many other situations as you practice English.”

Activity

In this activity, students will review the language used to describe clothing and then describe what people are wearing. They will use the strategy Find and Apply Patterns to guess which people their partner is describing.

Pair students and give them the Activity Sheet. Ask each student to follow the instructions for Step One: review the sentences in the present, past, and present continuous tenses. Ask students to think of additional articles of clothing to add to the list. If they are having trouble thinking of items, there are some in the picture: vest, tie, belt and sandals.

For Step Two, ask students to choose two people from the picture and describe them to their partner without pointing them out. The partner should then guess who it describes. Then they should listen to their partner’s description and guess.

After students have completed their descriptions, have several describe people for the class and have the class guess which people they are describing.

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. Pete says, "Yesterday at work, I met a woman who looks just like you. She's tall and has curly hair. But even her face looks like yours. I met her and she is very difficult. She always wears a hat."

The question is: What does Pete tell Anna about the new consultant?

2. Anna says, "You know, we should get to know her better. Let's invite her to lunch!"

The question is: What does Anna say about the new consultant?

3. Evilana asks, "How much longer are you going to be?" Anna answers, "We'll be just a minute ..." Then Evilana says, "You had better hurry up. I need this room for a lecture. It's called: 'If You Want to Win, Others Must Lose.'"

The question is: What does Evilana want to happen?

4. Pete says, "Evilana 'accidentally' hit me. And she didn't even say sorry. She's so mean!"

Anna says, "Haven't you heard? She's gone! She was given another assignment."

The question is, What do we learn about Evilana?

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. Write the words or phrases you think they may need on the board. Here is the writing prompt:

Think of a person in your family, a friend or someone else. Then, describe the person. What do they look like? What do they act like? Next, write a few sentences comparing yourself to that person with comparative adjectives and "than." For example, "I'm taller than my friend."

Have students exchange their work and check the use of the patterns studied in the Describing People activities.

Conversation

- Anna: This article is so interesting. Pete, listen to this: “Somewhere in the world there is someone who looks just like you.”
- Pete: No one is this handsome.
- Anna: Oh Pete, there’s something between your teeth.
(Pete tries to clean his teeth.)
- Pete: It is gone?
- Anna: No. No. It’s still there. There. You got it. But think of it: There could be two of us in the world!
- Pete: Two Annas?
- Pete: Actually, Anna, maybe your silly article is right. Yesterday at work, I met a woman who looks just like you.
- Anna: Really? Wait, are you making fun of me?
- Pete: Not this time.
- Pete: She’s tall and has curly hair. But even her face looks like yours. I think she’s a career consultant.
- Anna: I bet she has a lot of great advice. I can’t wait to meet her.
- Pete: Yes, you can. I met her and she is very difficult.
- Anna: Pete, she’s just new. We have to give her a chance. What’s her name?
- Pete: Evelyn or something like that. You can’t miss her. She always wears a hat.
- Penelope: So, Anna, have you met the new consultant yet?
- Anna: No. But I’ve already heard. We look alike, don’t we?
- Penelope: Yeah, but you don’t act alike. You’re much nicer than she is.
- Anna: Maybe she gets nervous at new jobs. Or maybe she’s shy. Let’s not judge, Penelope.
- Penelope: She’s not nervous or shy. She’s mean.
- Anna: You know, we should get to know her better. Let’s invite her to lunch!
- Penelope: Sorry but I’m busy that day.
(Penelope walks away. Anna yells after her.)
- Anna: Oh, that’s too bad. Hey, I haven’t picked a day yet!

(Anna and Pete are playing a game.)

Anna: This is going to be so much fun. Boy, I can't wait to play this game.

Evilana: How much longer are you going to be?

Anna: We'll be just a minute ...

(Anna turns around and sees her look-alike.)

Anna: You must be Evelana. I'm Anna. We are look-alikes!

Evilana: No, we're not. And my name is pronounced "Evil-ana."

Pete: Oh. This is going to be fun.

Evilana: You had better hurry up. I need this room for a lecture. It's called: "If You Want to Win, Others Must Lose." What is all this stuff, anyway?

Anna: It's a game. We're going to play at lunch.

Evilana: It's a stupid child's game!

Anna: It's a fun game. But yes, it is for children.

Evilana: Well, you may be childish but I'm not. And you look stupid with that thing on your head.

Anna: Well, you look serious with that look on your face. Come on, Pete. Let's play somewhere else.

Pete: Actually, I'm going to stay for Evelana's lecture.

Anna: Fine. You can learn new ways to beat people.

Evilana: He will. He will.

(Days later, Anna and Penelope are playing the game. Pete comes in. He has a problem with his eye.)

Anna: Okay. Am I a food?

Penelope: Nope.

Pete: Hey, do you guys have room for one more?

Penelope: Sure, Pete! Come on over. What happened to your eye?

Pete: Evelana "accidentally" hit me. And she didn't even say sorry. She's so mean!

Penelope: I told you so.

Anna: Here, Pete. Put on this headband. You'll feel better. Penelope, you're right. Evelana is an awful person!

Penelope: And violent. And now we have to work with her!

Anna: Haven't you heard? She's gone! She was given another assignment.

Penelope: What assignment?

Anna: I'm not sure. I think it has something to do with outdoors. Anyway, let's play!
Pete it's your turn.

Key Words

| | | |
|------------|-------------------|--|
| article | <i>n</i> | a piece of writing about a particular subject that is included in a magazine, newspaper, or on a website |
| beat | <i>v</i> | to defeat |
| bet | <i>v</i> | to think that something will probably or certainly happen |
| compare | <i>v</i> | to look at two or more things in order to see what is similar or different about them |
| describe | <i>v</i> | to say what something or someone is like |
| difficult | <i>adj</i> | stubborn or unreasonable |
| handsome | <i>adj</i> | pleasing to look at |
| headband | <i>n</i> | a band of cloth or some other material worn on or around your head |
| judge | <i>v</i> | to form an opinion about |
| lecture | <i>n</i> | a talk or speech given to a group of people to teach them about a particular subject |
| lookalike | <i>n</i> | someone or something that looks like another person or thing (also written: look-alike) |
| lose | <i>v</i> | to fail to keep or hold something wanted or valued |
| making fun | <i>expression</i> | tease, laugh at, or joke about someone in a mocking or unkind way |
| mean | <i>adj</i> | not kind to people; cruel or harsh |
| miss | <i>v</i> | to fail to see or notice |
| pronounce | <i>v</i> | to make the sound of a word or letter with your voice |
| shy | <i>adj</i> | feeling nervous and uncomfortable about meeting and talking to people |
| tooth | <i>n</i> | one of the hard, white objects inside the mouth that are used for biting and chewing (plural: teeth) |
| turn | <i>n</i> | an opportunity or responsibility to do or use something before or after other people |

| | | |
|---------|------------|--|
| violent | <i>adj</i> | using or involving the use of physical force to cause harm or damage to someone or something |
|---------|------------|--|

Quiz - Level 2, Lesson 26 - Look-alikes

Listen. Circle the letter of the correct answer.

1. What does Pete tell Anna about the new consultant?

- a. She looks like Anna.
- b. Pete says she's very difficult.
- c. She always wears a hat.
- d. Pete says all of these things.

3. What does Evilana want to happen?

- a. She wants Pete and Anna to leave the room.
- b. Evilana wants Pete to stay and watch her lecture.
- c. She wants Pete and Anna to act more like her.
- d. Evilana wants to know how to play the game.

2. What does Anna say about the new consultant?

- a. She doesn't look much like Anna.
- b. They should invite her to lunch.
- c. She judges people too quickly.
- d. They should stop talking about her.

4. What do we learn about Evilana?

- a. She has a new assignment.
- b. Evilana hit Pete in his eye.
- c. She did not apologize to Pete.
- d. We learn all of this about Evilana.



Describing People's Appearance

Build (body type)

- Adjectives: thin, slim, medium/average, heavyset
- Sentence structure: verb 'to be' + adjective
- Sentence structure: verb 'to have' + a/an + adjective + noun
- Example: She is slim.
He has an average build.



Height

- Adjectives: short, tall, medium/average (height)
- Sentence structure: verb 'to be' (am/are/is) + adjective
- Example: I am tall.
He is medium height.



Eyes

- Adjectives: brown, blue, green, hazel (brown and green together)
- Sentence structure: have/has + color + eyes
- Example: I have blue eyes.
She has brown eyes.

Hair

- Adjectives: short, shoulder-length, medium-length, long, curly, straight, wavy, black, brown, red, blond (for males), blonde (for females)
- Sentence structure: have/has + adjective + hair
- Example: I have short black hair.
She has shoulder-length straight hair.

Notes for describing hair:

- When you use more than one adjective to describe hair, use the adjective for length first and the adjective for color last.
- Example: I have short brown hair.
Mia has long blonde hair.



Glasses

- Sentence structure: wear or wears + glasses
- Example: I wear glasses.
Jason wears glasses.

Using 'both' to compare the appearance of two people

If something is true about two people, you can use the word 'both'. It can be at the start of a sentence, before the verb, or after the verb 'to be' (am/are/is).

- Example: Both Elizabeth and I have blue eyes.
Elizabeth and I both have blue eyes.
Both Sam and Tyler are tall.
Sam and Tyler are both tall.



Facial features

We use 'have' and 'has' to describe hair color, hair length and facial features.

Facial features are eyes, eyebrows, nose, mouth, lips, ears, chin, etc.

Example:



She has long brown hair.
She has big blue eyes.
She has a small nose.
She has a wide mouth and full red lips.

With your partner, take turns describing the people below.



Write three sentences comparing two or more of the people.

Example: The young man in the yellow shirt has longer hair than the man with a beard.

1. _____

2. _____

3. _____



Review what you know about describing clothing.

| | | |
|--|--|---|
| Present simple form 'wear' Example: She wears a uniform to school. | Past simple form 'wore' Example: I wore a T-shirt and jeans yesterday. | Present continuous form 'wearing' Example: He is wearing a shirt and tie. |
|--|--|---|

What other items of clothing can you add to this list? Write your answers in the spaces below.

| | | | | | |
|-----------|-------|----------|-------|-------|-------|
| T – shirt | dress | sweater | shirt | _____ | _____ |
| jeans | skirt | suit | boots | _____ | _____ |
| sneakers | socks | trousers | shoes | _____ | _____ |



Choose two of the people in the picture above. Without pointing to them, describe their hair and what they are wearing. See if your partner can guess which ones you are describing. Listen to your partner describe two other people and guess.



LEVEL 2 LESSON 27 FISH OUT OF WATER

V•A Learning English

| Topics | Prepare Before Class |
|-------------------|---|
| Invitations | Print the Invitation and Sea Creatures handouts (if needed) Print out the student Activity Sheet |
| Learning Strategy | Goals |
| Cooperate | Learning to make and accept or decline invitations |

Day 1

Introduce the Lesson

Say, “In this lesson, Anna visits a friend on her houseboat. Anna says she wants to live on one. Have you ever seen a houseboat? What other unusual homes have you seen?” Give students a chance to describe interesting homes they have seen, such as treehouses, houses with unusual shapes, those made to look like other objects or made from unusual materials.

Continue, “In this lesson, we will also learn how to make invitations and accept or decline them politely.”

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.

Say, “In this lesson, Anna talks about being afraid of sea creatures. She names barracuda, electric eel, great white shark, piranha and killer whale. If students are not familiar with these animals, use the additional handout for images to share with the class.

The lesson vocabulary includes an expression that relates to sea creatures: “like a fish out of water.” Ask students what other expressions in English they know related to fish.

Present the Conversation

Tell students that the video shows Anna visiting a houseboat. Play the video or audio of the conversation or hand out copies of the text from the Resources section. Ask students to act out the parts of the speakers either in small groups or for the whole class.



Professor Bot's Lesson

Introduction

Is Anna really ready for a houseboat?

Ms. Weaver invited Anna to dinner. When we make friendly, informal invitations, we use phrases like “Why don’t...?”

For example, Ms. Weaver said, “Why don’t you join us? My treat!”

Making invitations

That’s: “Why don’t” + the subject + the simple form of the verb.

Anna responded to the invitation by saying, “Thanks, but I already have plans.”

Keep watching for more examples of informal invitations!

Making Invitations Activity

Expand on Professor Bot’s comments on making invitations. “There are several ways to ask someone to do an activity with you. Here is one.” Write on the board:

Why don’t + subject + simple verb

Continue, “In this lesson we hear Ms. Weaver ask, ‘Why don’t you join us?’ We can also use this suggestion form.” Write on the board:

How about + subject + simple verb

Continue, “We hear Fannie ask her son, Phoenix, ‘How about you give Anna a tour...?’ Another kind of suggestion uses ‘Let’s.’” Write on the board:

Let’s + simple verb

Continue, “You see this in the name of this course - ‘Let’s learn English!’ Finally, we can make an invitation with”: Write on the board:

How would you like to + simple verb

“We hear Anna invite Ms. Weaver to her place by saying, ‘How would you like to hang out on my boat?’”

Give students the Invitations handout. Review the expressions for making, accepting, and declining invitations in the box. Ask students to write the invitation statement or question and both an acceptance response and a declining response. After students have finished, ask for volunteers to act out the invitations and responses.

Day 3

Learning Strategy

Say, “The learning strategy for this lesson is Cooperate. When Anna visits a friend living on a houseboat, the friend cooperates with Anna by helping her learn about what life on a houseboat would be like.”

Ask students, “When you are learning English, you can cooperate with friends in many ways.” Ask students to give examples of how they help their classmates and friends to study English.

Some answers may include:

- Forming a study group to review for tests
- Sharing class notes when a classmate is absent
- Practicing speaking together in English
- Explaining difficult grammar to classmates

Ask students to write notes in their notebooks or on paper with all of the ideas they got from the discussion about cooperating. If you collect the papers, put them on the classroom wall or bulletin board to remind students to use the strategy in the future.

Activity

Introduce the activity: “In this activity, you will Cooperate with your classmates to practice making and accepting or declining invitations.” If possible, give each pair one copy of the activity sheet and have them cut out the activity cards. Then they can take turns with their partner drawing a card for an activity and inviting the other to join in it. Remind students of the different ways to invite others:

Why don’t you...?
How about...?
Let’s ...
Would you like to...?

Ask students to choose at least ten of the activities and invite their partners. When they have finished, encourage pairs to ask other pairs to join them in activities. Before the end of the class time, ask students to report which was the most popular activity, based on how many of their classmates accepted the invitation.

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. Ms. Weaver says, “Oh, Anna. I’ve invited some people to dinner Saturday. We’re going to that new seafood restaurant -- Fish on a Dish. Why don’t you join us? My treat.” Then Anna says, “ My friend has invited me to her houseboat.”
The question is: What does Ms. Weaver ask Anna?

2. Professor Bot says, “When we make friendly, informal invitations, we use phrases like ‘Why don’t...?’ For example, Ms. Weaver said, ‘Why don’t you join us? My treat!’ That’s: Why don’t plus the subject plus the simple form of the verb.”
The question is: Which of these questions uses the grammar correctly?

Read the following questions aloud or ask students to look at them on their paper.

Why you don't join me on my friend's houseboat?

Why don't joining me on my friend's houseboat?

Why you don't joining me on my friend's houseboat?

Why don't you join me on my friend's houseboat?

3. Anna says, "Well, since you live on the water, aren't you afraid of great white sharks?"

Fanny tells her, "You know, Anna, if you're afraid of sea life, maybe you shouldn't live on a houseboat."

The question is: What problem does Anna have with life on a houseboat?

4. Anna asks, "Fanny, does this rocking ever bother you?" Then Fanny says, "No, I love it. It goes up and down and side to side and up and down..." Anna says, "I need some fresh land air. I mean, I need to breathe air on land."

The question is: What does Anna want to do?

5. Anna calls Ms. Weaver and says, "Hi! How would you like to hang out on my boat?" Ms. Weaver and Anna sit in a boat on land.

The question is: What solution does Anna find?

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 the form of a letter. Write the words or phrases you think they may need on the board. Here is the writing prompt:

Invite someone to a real or imagined event or activity. Use the language you learned in this lesson. Give details about the time, date and place of the event and what the guest should wear.

Have students exchange their work and check the use of expressions for invitations.

Conversation

- Anna: Hello, Ms. Weaver!
- Ms. Weaver: Oh, Anna. I've invited some people to dinner Saturday. We're going to that new seafood restaurant -- Fish on a Dish.
- Ms. Weaver: Why don't you join us? My treat.
- Anna: Thanks, Ms. Weaver. But I already have plans. My friend has invited me to her houseboat.
- Ms. Weaver: Houseboat, really? That's unique.
- Anna: Yes, it is. In fact, I'm thinking of living on a houseboat.
- Ms. Weaver: Aren't you too tall and klutzy to live on a houseboat?
- Anna: I am not too tall!
(She knocks over a display board.)
- Fanny: Anna, I'm so glad you could come!
- Anna: Hi, Fanny!
- Fanny: Hi, this is my son, Phoenix.
- Anna: Hi, Phoenix.
- Fanny: How about you give Anna a tour and I will make some lunch?
- Phoenix: Aye, aye, captain!
- Fanny: Great!
- Anna: Do you really call her "captain"?
- Phoenix: I kind of have to.
- Anna: So, Phoenix, I think I'd like to live on a houseboat. Do you like living here?
- Phoenix: I love it! It's much different than living in a house.
- Anna: Oh, I bet. I bet you had to get rid of a lot of stuff, didn't you?
- Phoenix: No way! We moved from a 3-story house to a boat! So, we really had to downsize!
- Anna: I'd have to get rid of a lot of stuff. I have a rock collection and I have some really big rocks.
- Anna: Can you stop this boat from rocking for a minute?

Phoenix: No. We're floating on water. I can't do that.

Anna: Well, since you live on the water, aren't you afraid of great white sharks?

Phoenix: No, not really. They don't live in these waters.

Anna: ... that you know of. What about killer whales?

Phoenix: No.

Anna: Electric eels?

Phoenix: No.

Anna: Barracudas?

Phoenix: No.

Anna: Piranhas?

Phoenix: Uh-uh.

Fanny: You know, Anna, if you're afraid of sea life, maybe you shouldn't live on a houseboat. Do you have any boating experience?

Anna: Oh, oh yeah, Fanny. I have battled the great waters before -- once on a swan boat and once in a duck boat ... bus. It was a boat that turned into a bus.

Fanny: Yeah, I don't think that counts.

Anna: Fanny, does this rocking ever bother you?

Fanny: No, I love it. It goes up and down and side to side and up and down. Anna, I love it!

(Because of the rocking, Anna begins to feel seasick.)

Fanny: Anna, are you feeling okay?

Anna: Yeah, yeah. You know, I just need some fresh air.

Fanny: Let me open a window for you.

Anna: No, I need some fresh land air. I mean, I need to breathe air on land. Oh, is that the time? I should really be going.

Anna: Thanks for lunch, Fanny, and a tour of your houseboat. It's given me a great idea!

Fanny: You're going to live on a houseboat?

Anna: Sort of. Thanks again!

Anna: Hi! How would you like to hang out on my boat? Great! See you then!

(Ms. Weaver and Anna sit in a boat on land.)

Anna: ...and this is my shark net.

Ms. Weaver: Thank you for the invitation, Anna.

Anna: Of course, would you like more orange juice?

Ms. Weaver: Uh...

Anna: (to young man) Ahoy!

Key Words

| | | |
|--------------------|---------------------|--|
| accept | <i>v</i> | to receive or take something offered |
| Aye, aye, captain! | <i>expression</i> | A phrase meaning “Yes, sir!” in naval language |
| barracuda | <i>n</i> | a kind of fierce tropical fish that has strong jaws and sharp teeth |
| battle | <i>v</i> | to try or struggle very hard to do something |
| count | <i>v</i> | to be considered or regarded as something |
| decline | <i>v</i> | to say that you will not or cannot do something |
| downsize | <i>v</i> | to make something smaller |
| deck | <i>n</i> | a flat surface that forms the main outside floor of a boat or ship |
| electric eel | <i>n</i> | an eel-like freshwater fish of South America, using pulses of electricity to kill prey, to assist in navigation, and for defense |
| fish out of water | <i>expression</i> | a person or thing is completely clueless or directionless when put into unfamiliar surroundings or an unfamiliar situation |
| float | <i>v</i> | to rest on top of a liquid |
| get rid of | <i>phrasal verb</i> | to do something so that you no longer have or are affected by something that is unwanted |
| great white shark | <i>n</i> | a large aggressive shark of warm seas, with a brownish or gray back, white underparts, and large triangular teeth |
| houseboat | <i>n</i> | a boat which is or can be moored for use as a house |
| invite | <i>v</i> | to ask someone to go somewhere or do something |
| juice | <i>n</i> | the liquid part that can be squeezed out of vegetables and fruits |
| klutzy | <i>adj</i> | describing a clumsy person |
| killer whale | <i>n</i> | a black-and-white whale that kills and eats other animals |
| kind of | <i>expression</i> | to some extent |

| | | |
|---------|-------------------|---|
| orange | <i>n</i> | a citrus fruit that is round and that has an orange skin |
| piranha | <i>n</i> | a small South American fish that has sharp teeth and that eats the flesh of animals |
| respond | <i>v</i> | to say or write something as an answer to a question or request |
| seasick | <i>adj</i> | feeling sick because of the movement of a boat or ship that you are |
| swan | <i>n</i> | a large usually white bird that lives on or near water and that has a very long and graceful neck |
| sort of | <i>expression</i> | in some way |
| story | <i>n</i> | a group of rooms or an area that forms one floor level of a building |
| treat | <i>v</i> | an occurrence in which you pay for someone's food, drink, or entertainment |

Quiz - Level 2, Lesson 27 - Fish Out of Water

Listen. Circle the letter of the correct answer.

- | | |
|---|--|
| <p>1. What does Ms. Weaver ask Anna?</p> <p>a. If Anna can join her for dinner Saturday b. Why Anna wants to live on a houseboat c. If Anna's houseboat is too klutzy to live in d. Ms. Weaver asks Anna all of these things.</p> | <p>4. What does Anna want to do?</p> <p>a. Find out why Fannie likes living on a boat. b. Go up to the deck so she won't be seasick. c. Leave the boat to get some fresh land air. d. Tell Fannie why the rocking bothers her.</p> |
| <p>2. Which of these questions uses the grammar correctly?</p> <p>a. Why you don't join me on my friend's houseboat? b. Why don't joining me on my friend's houseboat? c. Why you don't joining me on my friend's houseboat? d. Why don't you join me on my friend's houseboat?</p> | <p>4. What solution does Anna find?</p> <p>a. Preparing for life on a houseboat. b. Enjoying her boat on land. c. Showing her boss she is not afraid. d. Anna's solution is all of these.</p> |
| <p>3. What problem does Anna have with life on a houseboat?</p> <p>a. She has battled swans and ducks. b. Anna is afraid of a lot of sea life. c. She doesn't enjoy being near water. d. Anna has all of these problems.</p> | |



Complete the sentences with expressions for making and accepting or declining invitations.

1. _____ to the movies tonight?
 (yes) _____
 (no) _____
2. _____ for lunch on Wednesday?
 (yes) _____
 (no) _____
3. _____ to a barbecue next on Saturday?
 (yes) _____
 (no) _____
4. _____ for a walk with me?
 (yes) _____
 (no) _____
5. _____ study English together on Thursday?
 (yes) _____
 (no) _____
6. _____ wash my car this afternoon?
 (yes) _____
 (no) _____
7. _____ for dinner tomorrow evening.
 (yes) _____
 (no) _____
8. (write your own invitation)

 (yes) _____
 (no) _____

Phrases for inviting:

Why don't + subject + simple verb

How about + subject + simple verb

Let's + simple verb

How would you like to + simple verb

To accept:

That's a good /great idea!

That sounds good/great.
Thanks! I'd love to.

To decline (say 'no'):

Thanks, but I already have plans.

That's a good idea but...
I'm not sure.



Barracuda



Electric eel



Great White Shark



Piranha



Killer Whale (Orca)

Choose ten activities and invite your partner to join you.

| | | |
|---------------------------|------------------|-------------------|
| go to the lake | take a walk | play volleyball |
| go skiing | play baseball | make a sandcastle |
| hang out this weekend | go shopping | go to the park |
| go ice skating | come to my party | have dinner |
| come to my pizza party | play video games | have lunch |
| go to the festival | play baseball | go to a movie |
| come to my farewell party | go to the beach | go hiking |

STEP 2

| Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
|--|---|
| I would love to come. I'd love to. What time? | I would love to come but I can't. |
| Thank you! That sounds great! Great! Thanks. I'm free. That sounds good! | Thanks, but I have to say "No!" |
| Sure, that would be fine. Sure, that's good. | Sorry, I'm busy then. Sorry, but I have to go to work. |
| Great! Thank you! May I bring something? | Sorry, I have to |

Listen to your partner's invitation. Choose a "yes" or "no" response. After you practice ten activities, invite other pairs of students to join you. What is the most popular activity?



LEVEL 2 LESSON 28 FOR THE BIRDS

V•A Learning English

Topics

Expressing disappointment

Prepare Before Class

Print the School Rules handout

Print out the two-page student Activity Sheet

Learning Strategy

Make Inferences

Goals

Use have to, ought to and supposed to

Express disappointment with informal terms

Day 1

Introduce the Lesson

Say, “In this lesson Anna and Kelly are going bird-watching in the city. Bird-watching is a hobby that involves looking at birds in nature. Kelly finds many birds, but Anna is disappointed. She does find something interesting to watch, though - a spy. In this lesson we will learn how to talk about things we expect, using ‘be supposed to’ and expressing disappointment.”

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.

Say, “In this lesson, Kelly asks Anna to help her count birds. Do you know anyone who watches birds or have you watched birds yourself? What names of birds do you know in English?” Write some common bird names on the board or ask students to do a search online to find pictures and names of their local birds in English. A good site for this is the [Birds of the World site](#).

To review Anna’s experiences with the world of spies, you can refer students to Let’s Learn English Level 1, Lesson 49: “[Operation Spy](#).”

Day 2

Present the Conversation

Tell students that the video shows Anna and Kelly on a bird-watching adventure. Play the video or audio of the conversation or hand out copies of the text from the Resources section. Ask students to act out the parts of the speakers either in small groups or for the whole class.



Professor Bot's Lesson

Introduction

Anna was supposed to find birds, but she didn't.

Kelly says, "We're supposed to be counting birds, not ice cream trucks."

Supposed to, Ought to and Have to

To be supposed to means you are expected to do something.
It's different from have to and ought to.

Have to means you must do something. And ought to means you should do it but you don't have to.

Keep watching for have to and ought to!

Activity

Expand on Professor Bot's explanation of the grammar for the lesson: "'Be supposed to' means to intend to do something or be expected to do it. But, sometimes we use it to say what someone is allowed to do. Here are some examples: 'We're supposed to be counting birds, not ice cream trucks' means 'we intended to count birds.' 'I am supposed to meet someone for lunch at noon' means 'I am expected to meet someone.' And 'They were not supposed to stay in the store after it closed' means 'they are not allowed to stay in the store.'"

Continue: "'Have to' has the same meaning as 'must.' In American English, 'have to' is much

more common than ‘must.’” Ask students to give an example from the conversation of “have to.” Anna says, “I have to hide!” Ask, “Can you give an example of something you have to do in this classroom?” Students may say something like, “We have to sit at our desks” or “We have to turn in assignments on time.”

Continue: “‘Ought to’ has the same meaning as ‘should.’ But, it is less common and more formal. Sometimes, it is used for saying what is probable. Imagine another teacher came in while I was giving you a test. I might say, ‘The students ought to be done with their test in an hour.’”

Ask students to give examples of things they “ought to” do at home. They may say, “We ought to help clean the house.”

Pair students and give each pair the School Rules handout. Explain the activity: “You and your partner have your own school. You get to write the rules! They can be different from our real school rules. Use the words we have just talked about.”

When students have finished ask a few to share the rules they wrote.

Day 3

Learning Strategy

Say, “The learning strategy for this lesson is Make Inferences. When Anna sees the man at the ice cream truck and thinks he is a spy, she is making an inference. An inference is like a guess that is based on the information you have. Anna sees that the man was wearing an expensive suit. She does not think he was the kind of person who normally buys ice cream from a truck. When he leaves his briefcase, she thinks he is exchanging secret messages with the ice cream truck driver. Sometimes when we make inferences they turn out to be wrong, as Anna learns!”

Ask students, “When you are learning English, you can make inferences about the meaning of words or sentences that you are not sure about. Let me share some sentences from a biology text.” Read aloud or write on the board:

All living things, including plants, are made of cells. Cells function similarly in all living organisms.

Ask students to tell you which words they do not understand. These may include function, organism or cell. Encourage them to guess the meanings from the context. Point out words

they may understand: living, things and plants.

Ask, “If you do not know what ‘cell’ means, what can you do? You can look at the other sentences and make an inference about it. What do you think it means?” Students may guess that a “cell” is a part of a living thing. And they may infer that “function” means “to work.” Confirm their inference: “Later you will probably read in your biology book that cells are the tiny pieces that make up both human bodies and plants.”

Ask students to give examples of the times they have made inferences about material they are studying. They can write these in their notebooks or on cards to put on the wall and remind them to use the strategy in the future.

Expressing Disappointment

Explain the terms Anna uses to describe her day of counting birds: “In friendly situations, we sometimes use informal language to show disappointment. For example, Anna says, ‘Today has been a bust...a flop...a bummer!’”

Continue, “Bust, flop, and bummer are three informal words that show disappointment. Bust and flop mean a complete failure. A bummer is something unpleasant or disappointing.”

Ask students, “What kinds of things cause us disappointment in our daily life? Let’s say I lost my phone. I might say, ‘What a bummer! I have to buy a new phone now.’” Write the students’ suggestions on the board.

Pair students and tell them, “Choose three of these situations. Write sentences about the disappointments with your partner using these three words.” Have students share their sentences about the common disappointing situations.

Conclude, “Sometimes, we can tell a person nicely that they did not cause the disappointment. For example, Anna learns that the man with the briefcase is not a spy. She is disappointed, but says: ‘No, that’s okay. It’s not your fault.’ She means he did not cause the problem.”

Activity

Pair students and give them the two-page Activity Sheet. Introduce the activity. “In this activity, you will practice making inferences. Imagine you walk past a window and see this scene - you cannot hear what the people are saying. But you can make an inference based on what you see. Look at the example.” Have a student read the example aloud.

Continue: “Now choose three pictures and write your inferences about what you see. Your partner should choose the other three. Then work with your partner to make up a story about

the six pictures.”

After students have finished, ask several pairs to share the stories. Conclude: “This activity shows us that we make inferences in our daily lives. We can make inferences when we read or listen to English. Sometimes we do not have all of the information we need to understand, as you found when you looked at these pictures. Using the strategy Making Inferences can help us try to understand better.”

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. Anna says, “I’ve only seen pigeons ... lots and lots of pigeons!”
The question is: What is one problem that Anna is having?

2. Professor Bot says, “Kelly says, ‘We’re supposed to be counting birds, not ice cream trucks.’ To be supposed to means you are expected to do something.”
The question is: Which sentence uses “be supposed to” correctly?

Read the following sentences aloud or ask students to look at them on their paper.

We supposed to meet at the park to watch birds.

I was supposed to seeing more birds than pigeons!

You are supposed to find birds for the bird count.

3. Anna says, “What?! The man in the suit left his briefcase at the ice cream truck! I was right! He is a spy! And, he just dropped off top-secret information! I ought to do something. Something needs to be done! I need to do something.”
The question is: What does Anna think is happening?

4. The man says, “Hey! You found my briefcase.” Anna says, “You caught me! I mean, I caught you!” The man says, “Well, I just want my briefcase. All my poems are in there.” *The question is: What does the man want to do?*

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

Writing

Ask students to write their answer to the prompt in the form of a letter to a newspaper. Write the words or phrases you think they may need on the board. Here is the writing prompt:

Write about something that should or must happen soon in your life or in your city or town. Use “be supposed to,” “have to” and “ought to.”

Have students exchange their work and check each other’s use of “be supposed to,” “have to” and “ought to.” Some volunteers may read their work aloud.

Conversation

- Kelly: Oh, Anna, there you are! I am so glad we joined the Great City Bird Count!
Aren't you?
- Anna: No. Today has been a bust ... a flop ... a bummer!
- Kelly: I'm sensing a little disappointment.
- Anna: A little?
- Kelly: My official bird-watching form is almost full!
- Anna: I've only seen pigeons ... lots and lots of pigeons! But I did write down some other valuable information.
- Kelly: Did you find a bird's nest?!
- Anna: No.
(She shows Kelly a map of ice cream trucks.)
- Anna: I found 10 ice cream trucks in this five-block area. Their music seems to follow me everywhere.
- Kelly: We're supposed to be counting birds, not ice cream trucks. This is important scientific work!
- Anna: Well, when you want ice cream, my data will be pretty important.
- Kelly: Anna, birds are everywhere! I'm sure you'll find something. Use your imagination! But, make sure that you put it on the official form.
(Anna walks away with her ice cream truck map. Anna looks through binoculars but doesn't see birds. She talks to herself.)
- Anna: No birds. Oh wait, there's another ice cream truck! Anna, focus on birds. Aw, but that truck has my favorite flavor ... banana!
- Anna: That man is in the way. I can't see the price. I wonder what flavor he's getting.
- Anna: Strawberry? He doesn't seem like a strawberry kind of guy.
- Anna: In fact, he doesn't seem like an ice cream truck kind of guy. That suit looks expensive.
- Anna: Maybe he's a spy! You know what that means: The ice cream truck driver is a spy, too!
- Anna: Genius! It's a perfect disguise.
- Anna: What?! The man in the suit left his briefcase at the ice cream truck!

Anna: I was right! He is a spy! And, he just dropped off top-secret information! I ought to do something. Something needs to be done! I need to do something.
(Anna runs to the ice cream truck and takes the briefcase.)

Anna: I did it! I took the spy's briefcase!

Anna: What's that?! The ice cream truck -- it's following me! It wants the case back! I have to hide.
(She runs and hides behind a tree.)

Anna: This is my life now -- running, scared, alone.
(She runs to another tree.)

Anna: That awful music -- it's following me everywhere!
(The man sees her at the tree.)

Man: Hey! You found my briefcase.

Anna: You caught me! I mean, I caught you!

Man: Well, I just want my briefcase. All my poems are in there.

Anna: Poems? You're a poet?

Man: Well, I'm a lawyer. But I write poems, too.
(Anna gives the man his briefcase.)

Anna: So, you're not a spy?

Man: You look disappointed.

Anna: No, that's okay. It's not your fault. Poems are nice, too. I guess.

Man: Well, would you like me to read my latest one?

Anna: Why not?

Man: On sunny day walks, my hand reaches for ice cream from fragaria.

Anna: I love your poem!

Man: I love ice cream.

Anna: Me too.

Man: What's your favorite flavor?

Anna: Banana.

Man: Well, my favorite flavor is ...

Anna: Strawberry!

Man: How did you know that?

Anna: A little bird told me.

Key Words

| | | |
|-----------------------|---------------------|---|
| binoculars | <i>n</i> | a device that you hold up to your eyes and look through to see things that are far away |
| bird | <i>n</i> | an animal that has wings and is covered with feathers |
| block | <i>n</i> | an area of land surrounded by four streets in a city |
| briefcase | <i>n</i> | a flat case that is used for carrying papers or books |
| data | <i>n</i> | facts or information used usually to calculate, analyze, or plan something |
| disguise | <i>n</i> | made to look like something else |
| drop off | <i>phrasal verb</i> | to take someone or something to a place and then leave |
| fragaria | <i>n</i> | a flowering plant that bears strawberries |
| genius | <i>adj</i> | in a way that uses remarkable talent or intelligence |
| guy | <i>n</i> | a man (informal) |
| imagination | <i>n</i> | the ability to form a picture in your mind of something that you have not seen or experienced |
| in the way | <i>expression</i> | making it more difficult for a person to do something |
| lawyer | <i>n</i> | a person whose job is to guide and assist people in matters relating to the law |
| A little bird told me | <i>expression</i> | a way of saying that you do not want to reveal who told you something |
| nest | <i>n</i> | the place where a bird lays its eggs and takes care of its young |
| official | <i>adj</i> | permitted, accepted, or approved by a person or organization that has authority |
| pigeon | <i>n</i> | a gray bird that is common in cities and that has a fat body and short legs |
| price | <i>n</i> | the amount of money that you pay for something or that something costs |

| | | |
|------------|-------------------|---|
| reach | <i>v</i> | to be able to touch, pick up, or grab something by moving or stretching |
| sense | <i>v</i> | to understand or be aware of (something) without being told about it or having evidence that it is true |
| strawberry | <i>n</i> | a soft, juicy red fruit that grows on a low plant with white flowers |
| top-secret | <i>adj</i> | kept completely secret by high government officials |
| valuable | <i>adj</i> | very useful or helpful |
| Why not? | <i>expression</i> | used to make a suggestion, or agree to a suggestion |

Quiz - Level 2, Lesson 28 - For the Birds

Listen. Circle the letter of the correct answer.

1. What is one problem that Anna is having?

- a. Anna found too many ice cream trucks.
- b. She is more excited about ice cream than Kelly.
- c. Anna has only seen one kind of bird.
- d. She likes ice cream more than she likes birds.

3. What does Anna think is happening?

- a. The man in the nice suit is a spy.
- b. The briefcase holds top-secret information.
- c. The ice cream truck driver is a spy.
- d. She thinks all of these things are happening.

2. Which sentence uses “be supposed to” correctly?

- a. We supposed to meet at the park to watch birds.
- b. I was supposed to seeing more birds than pigeons!
- c. You are supposed to find birds for the bird count.
- d. All of the sentences use “be supposed to” correctly.

4. What does the man want to do?

- a. Show Anna how to make a poem.
- b. Ask Anna if she likes ice cream.
- c. Get his briefcase back from Anna.
- d. Find out why Anna is disappointed.



You are starting your own school. You must write the rules for students and teachers at your school. Use the pictures to get ideas for the rules. Work with a partner to write the rules using "be supposed to," "should," "ought to" and "have to."

Example: Both teachers and students ought to follow the rules for wearing a mask.

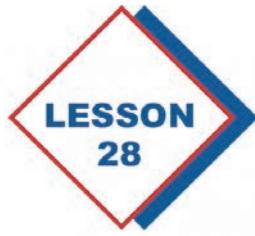


Classroom Rules



Our School's Name: _____

At our school, everyone is supposed to be kind.



STEP 1

Look at the pictures. With your partner, divide them so each person will make inferences about three pictures. First, write what you see. Then make an inference about what is happening in each one.

WHAT I SEE

I see... In picture 1, I see two adults pointing to a child. They might be yelling.

INFERENCE

I infer... The parents are angry at the child because...

1. 2. 3.
4. 5. 6.

WHAT I SEE

I see... _____

INFERENCE

I infer... _____

WHAT I SEE

I see... _____

INFERENCE

I infer... _____



Talk with your partner about the inferences you made. Combine your partner's inferences with your own and write a story that involves what you see in the six pictures.

WHAT I SEE

I see... _____

INFERENCE

I infer... _____

Our story:



LEVEL 2 LESSON 29 WHERE THERE'S SMOKE...

V•A Learning English

Topics

Discussing fire emergencies

Preparation for emergency evacuation

Prepare Before Class

Print the Conditionals Game handout

Print out the Review of Conditionals handout and the Activity Sheet

Learning Strategy

Evaluate

Goals

Review conditionals

Day 1

Introduce the Lesson

Say, “In this lesson, Anna becomes a fire safety monitor. But will she do a good job? And when will she use her skills? We will find out. In this lesson we will also learn how to talk about and prepare to meet emergencies.”

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.

Say, “In this lesson, Anna becomes a fire safety monitor for her office. She teaches her co-workers how to safely evacuate the building. Have you been in a practice or an actual evacuation?” Teach students the name of common evacuation drills depending on what dangers exist in your school’s location, such as a fire drill, earthquake drill, or a lockdown in case of violence in the community.

There may be some words in the Activity Sheet that are new to your students. Prepare ahead to explain any of them, such as “disinfect,” “whistle,” “mask” and “exit.”

Day 2

Present the Conversation

Tell students that the video shows Anna learning about fire safety. Play the video or audio of the conversation or hand out copies of the text from the Resources section. Ask students to act out the parts of the speakers either in small groups or for the whole class.



Professor Bot's Lesson

Introduction

Hmm, I wonder where Anna's going.

Today we are reviewing conditionals and learning helpful language for emergencies.

Conditionals and Emergencies

If Anna studies hard, she'll be a great fire safety monitor! That's a conditional. It uses "if" to show that something is true only when something else is true.

Let's find out where Anna is going. And if you want to learn fire emergency language, keep watching!

Conditionals Review Activity

Give students the handout for a review of conditionals. "Conditionals show that something is true only when something else is true." Have students read aloud from the handout to remind them of the two types of conditionals they have studied.

Divide the students into groups of four. Ask one member of each group to cut out a set of cards from the Conditionals Game handout. Ask the students to shuffle the cards and place them face down in a pile on the table. Give students scrap paper for writing sentences.

Explain the game: "Choose the person to go first. Let's say it will be the person whose birthday is coming soonest. The first player turns over the top card and reads the beginning of a conditional sentence. The other players in the group then write the ending of the

conditional sentence. The first player to write a grammatically correct and appropriate conditional sentence keeps the card. The next player then picks up a card. The player with the most cards at the end of the game is the winner.”

Watch as students play the game and help to resolve any uncertainty about whether a sentence is grammatically correct. Tell students that native speakers often make mistakes when using conditional forms, too.

Day 3

Learning Strategy

Say, “The learning strategy for this lesson is Self Evaluate. When Anna is talking with Penelope, they smell smoke. Anna decides it is a fire emergency and starts the evacuation. She evaluates the situation herself and calls the fire department.”

Explain how students can Self Evaluate: “When we are learning English or any other subject, it is helpful to stop and evaluate our progress. One way to self evaluate is to test your knowledge in a different situation. If you have only spoken English at school, try going to a place outside of school where you can practice speaking English. If you have only written in English for class assignments, try writing your own journal or a letter in English. If you have only listened to English at a beginner level, look for a radio program or podcast in English at a higher level to test your listening ability.”

Conclude, “As you do these things or find other ways to test your knowledge, think of what you need to improve and what you have learned to do well. Your confidence will grow each time you push yourself and try to do something more difficult in English.”

Ask students to give examples of the times they have self evaluated their skills in English. They can write these in their notebooks or on cards to put on the wall and remind them to use the strategy in the future.

Activity

If possible, get a copy of your school’s emergency plan before this activity. Make it available to your students. Check to find out the location of the emergency supplies for the school and ask permission for students to see them during the class period, if that can be arranged.

Say, “In this activity, you will practice evaluating how well your classroom is prepared for an emergency. In our area, the possible emergencies are...” (List what is appropriate for the area where your school is located: fire, flood, tornado, hurricane, earthquake or tsunami). If your

school has a safety official, invite them to speak to the class.

Put students into groups of 3 - 4 and give them the Activity Sheet. Have students read the list of emergency supplies. Make sure everyone understands the meaning of the items on the list. Give students time to explore the classroom (or storage area if you have gotten permission for them to enter it under your supervision) and complete the checklist with the items they find available. Note that talk of an emergency may be unsettling to some students. By informing students of the school's emergency plan and the location of supplies, you can reassure them that the responsible parties at your school have prepared to keep everyone safe in the event of an emergency.

Ask students to write a report on their findings on their Activity Sheet. Have several groups give their report orally and, if possible, invite a school administrator to come hear them.

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. Anna says, "I'm reading about fire safety. Ms. Weaver named me fire safety monitor. If there is a fire emergency, I have to help everyone out of the building."
The question is: What must Anna do as a fire safety monitor?

2. The firefighters say, "There's one really important thing you can do: Install a fire alarm. In your home, office and schools, know where your emergency exits are located. Everyone should know how to use a fire extinguisher. Have one handy and practice using it."
The question is: What must Anna do as a fire safety monitor?

3. The firefighters say, "Stay low. Smoke rises. The air is clearer close to the ground. If you touch a door and it's hot, don't open it. There might be a fire on the other side." Anna asks, "What do I do if my clothes catch on fire?" Mr. Hatcher answers, "Do not run. If you run, the fire will burn faster. You must stop, drop and roll."
The question is: What other safety tips do the firefighters give Anna?

4. Anna says, "If you smell smoke, get out of the building. Leave your things and evacuate calmly and quickly...take the stairs. Let's get out. Never go back into a burning building."
The question is: What does Anna tell her coworkers?

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

Writing

Ask students to write their answer to the prompt. Write the words or phrases you think they may need on the board. Here is the writing prompt:

Write a guide to emergencies at school for any new students who come to your school. Use what you have learned in the lesson about evacuation, supplies and fire safety to explain to new students. Draw a map of your classroom or school showing exits or the location of the fire extinguishers.

Have students exchange their work with a partner to check whether their partner's emergency guide is clear and accurate. Choose several to put on display in the classroom for future reference.

Conversation

- Penelope: Hey, Anna. What are you reading?
- Anna: I'm reading about fire safety. Ms. Weaver named me fire safety monitor.
- Penelope: But the only time we have a fire emergency is when someone burns a piece of toast.
- Anna: That is true. But fire safety is very serious – very serious. If there is a fire emergency, I have to help everyone out of the building.
- Penelope: Well then, if I were you, I'd learn as much as possible.
- Anna: You're right. And I know just who to call!
(Two firefighters welcome Anna to their firehouse.)
- Anna: Hi, Firefighter Jones.
- Jones: Hey, how are you, Anna?
- Anna: I'm well, thanks. How are you? Hi, Firefighter Hatcher.
- Hatcher: Hi, Anna. How are you?
- Anna: I'm well, thanks.
- Hatcher: Welcome to our firehouse.
- Anna: Thank you.
- Hatcher: Come on in.
- Anna: Thanks.
- Hatcher: This is where the firefighters eat. This is where we rest. This is where we exercise. This is where the firetrucks are parked and maintained.
- Anna: This place is beautiful.
- Hatcher: You know, the firehouse is a firefighter's second home.
- Anna: Firefighter Jones, Firefighter Hatcher: Can you tell me some ways to prepare for a fire emergency?
- Hatcher: Sure, Anna. There's one really important thing you can do: Install a fire alarm. Test it monthly and make sure the batteries are fully charged.
- Anna: Let's talk about those emergency exits.
- Jones: In your home, office and schools, know where your emergency exits are located.
- Anna: What about fire extinguishers?
- Jones: Everyone should know how to use a fire extinguisher. Have one handy and

practice using it.

Anna: What if we need to get out?

Jones: You should have an evacuation plan. And practice getting out safely with fire drills.

Anna: If I am in a building and it's on fire, should I use the elevator?

Hatcher: No. Always use the stairs.

Anna: What other safety tips should I know?

Jones: Stay low. Smoke rises. The air is clearer close to the ground.

Anna: Stay low. Anything else?

Hatcher: If you touch a door and it's hot, don't open it. There might be a fire on the other side.

Anna: What do I do if my clothes catch on fire?

Hatcher: Do not run. If you run, the fire will burn faster. You must stop, drop and roll.

Anna: Thanks so much! I've learned a lot. And I can't wait to share this information with others.

Hatcher: Thanks for coming, Anna.

Jones: It's been a pleasure meeting you.

(Anna is back at the office talking to Penelope.)

Penelope: So, Anna, how was the visit to the fire station?

Anna: I learned a lot! And firefighters have a very difficult job.

Penelope: Do you smell smoke?

Anna: No. So, like I was saying, I learned how to ...

Penelope: Anna, I smell smoke.

Anna: If you smell smoke, call the fire department!

(Anna begins to evacuate her coworkers.)

Anna: If you smell smoke, get out of the building. Come on people, we have a fire emergency! Leave your things and evacuate calmly and quickly. Very good. Very good.

Anna: We have a fire emergency. No, take the stairs. Let's get out. Let's get out safely.

(Anna and coworkers stand outside of the building.)

Anna: We got out in less than 6 minutes! Good job, people! Wait. Where's Pete?

Penelope: I know where he is. I'll go get him.

Anna: No! Never go back into a burning building! The fire department is coming. Stay calm, Pete. Help is on the way! Help is on the way!

Key Words

| | | |
|-------------------|------------|--|
| alarm | <i>n</i> | a device that makes a loud sound as a warning or signal |
| catch on fire | <i>v</i> | to begin to burn |
| clearer | <i>adj</i> | not blocked by anything |
| close | <i>adj</i> | near in space |
| door | <i>n</i> | a movable piece of wood, glass, or metal that swings or slides open and shut so that people can enter or leave a room, building or vehicle |
| emergency | <i>n</i> | an unexpected and usually dangerous situation that calls for immediate action |
| evacuation | <i>n</i> | the action of leaving or removing someone from a dangerous place |
| exit | <i>n</i> | something, such as a door, that is used as a way to leave a place |
| fire drill | <i>n</i> | an activity in which people practice leaving a place quickly so that they will know what to do if there is a fire |
| fire extinguisher | <i>n</i> | a metal container filled with chemicals that is used to put out a fire |
| fire department | <i>n</i> | the department of a local authority in charge of preventing and fighting fires |
| firehouse | <i>n</i> | a building in which the members of a fire department and the equipment used to put out fires are located |
| fire station | <i>n</i> | another word for fire house |
| handy | <i>adj</i> | near or close |
| install | <i>v</i> | to make a machine or service ready to be used in a certain place |
| low | <i>adv</i> | at or to a low place or level |
| open | <i>v</i> | to move a door or window so that an opening is no longer covered |
| maintain | <i>v</i> | to keep something in good condition by making repairs or correcting problems |

| | | |
|---------|----------|---|
| monitor | <i>n</i> | a person who has the job of checking or watching some activity or behavior |
| rise | <i>v</i> | to move upward |
| safety | <i>n</i> | freedom from harm or danger |
| smoke | <i>n</i> | the cloud of black, gray, or white gases and dust that is produced by burning something |
| stay | <i>v</i> | to continue to be in a specified state, condition, or position |
| touch | <i>v</i> | to put your hand, fingers, et cetera on something or someone |

Quiz - Level 2, Lesson 29 - Where There's Smoke...

Listen. Circle the letter of the correct answer.

1. What must Anna do as a fire safety monitor?

- a. Visit the fire department for a tour.
- b. Help everyone safely leave the office building.
- c. Teach her coworkers about fire safety.
- d. Find out what causes fire emergencies at work.

3. What other safety tips do the firefighters give Anna?

- a. Do not open a door that is hot to the touch.
- b. Stay low because smoke rises.
- c. Stop, drop and roll if your clothes catch fire.
- d. They give Anna all of these tips.

2. What do the firefighters tell Anna to do in preparing for a fire emergency?

- a. Practice using a fire extinguisher and have it handy.
- b. Install a fire alarm and test it monthly.
- c. Know where your emergency exits are located.
- d. They tell Anna to do all of these things.

4. What does Anna tell her coworkers?

- a. Get out of the building by using the stairs.
- b. Leave your things and get out quickly and calmly.
- c. Never go back into a burning building.
- d. Anna tells her coworkers all of these things.



Type 1 conditionals have a real event, and a result that probably will happen.

| Sentence Form | Examples |
|--|--|
| If + present tense verb ... will-future verb | If you run, the fire will burn faster. |
| If + present tense verb ... modal + simple verb | If you are in a building that is on fire, you must not use the elevator. |
| If + present tense verb ... simple verb without subject (imperative) | If you smell smoke, call the fire department! |

Type 2 conditionals have an improbable event and its probable result. These conditionals are not based on real situations.

| Sentence Form | Examples |
|---|--|
| If + past tense verb ...would + simple verb | If I were you, I'd want to learn as much as possible. |
| If + past tense verb...would + present continuous | If people didn't burn toast, the fire alarm would not be ringing so often. |



V·A LEARNING ENGLISH

Choose a card. Read it aloud. Your classmates will write the end of the sentence. The first person to write a grammatically correct and appropriate sentence gets to keep the card.



| | | |
|--|---|--|
| If I saw a UFO... | If it rains this weekend ... | If I could change one thing about myself ... |
| If I hadn't come to class today... | If I had been born with superpowers ... | If my home was near a beach ... |
| If I'm bored ... | If you send me flowers ... | Life would be a lot easier... |
| If this country were as cold as the North Pole ... | If this was Saturday night ... | If I get lost ... |
| My home would be much better... | If I found a wallet in the street ... | If it were my birthday today ... |
| If I were a teacher ... | If I wake up late ... | If you want to speak English well ... |
| If I could meet any person in the world ... | If I can't sleep ... | If I were on a desert island ... |



Evaluate your classroom. Does it have basic emergency supplies? Ask your teacher to tell you the possible emergencies covered by your school's emergency plan. With your group, check for the supplies on the checklist. Tell your teacher what is needed.

School Emergency Supplies

- Fire extinguisher
- Smoke alarm
- Signs and lights for emergency exits
- Hat or whistle to identify the teacher in charge
- School emergency plan
- List of students with their photos
- List of students requiring special needs
- Battery-powered flashlight
- Blankets
- Breathing masks
- Disinfecting wipes
- Food (not fresh) and water, enough for every student
- First-aid kit
- Student entertainment (playing cards or board games)



Our school may have a(n) _____ emergency. We

evaluated the classroom's emergency supplies. Here is what we found:

We have the checked supplies.

We also ought to have _____.

We should have _____.

We must add _____.

The school is supposed to have _____.



LEVEL 2 LESSON 30 DREAM A LITTLE DREAM

V•A Learning English

| Topics | Prepare Before Class |
|--|---|
| Talking about dreams Talking about future plans | Print the Dreams, Plans and Hopes game board Print out the Hopes and Dreams handout and the Activity Sheet Prepare copies of the Certificate of Achievement |
| Learning Strategy | Goals |
| Predict | Using “dream” “hope” “plan” “would love” and more |

Day 1

Introduce the Lesson

Say, “In this lesson Anna talks with her coworkers about their dream careers. How about you? Are you studying English to help yourself achieve your own dream career?” Give students a chance to express their career hopes and dreams.

As this is the final lesson in the course, tell students they have earned a Certificate of Completion. The .pdf file attached to this document or [on our website](#) may be edited to include the student’s name or multiple copies can be printed and completed by hand.

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.

Say, “In this lesson, we learn about the careers Anna’s friends would like to have. Let’s look at a list of the most in-demand careers, according to [Indeed.com](#) in November 2020.” Ask students if any of these are in their own career plans:

- | | |
|--------------------------------|-----------------------------------|
| 1. Home health aide | 9. Registered nurse |
| 2. Nursing assistant | 10. Web developer |
| 3. Construction worker | 11. Health services administrator |
| 4. Physical therapy aide | 12. Physical therapist |
| 5. Truck driver | 13. Information security analyst |
| 6. Medical technologist | 14. Statistician |
| 7. Operations research analyst | 15. Software developer |
| 8. Financial advisor | |

Day 2

Present the Conversation

Tell students that the video shows Anna learning about her coworkers' dream careers. Play the video or audio of the conversation or hand out copies of the text from the Resources section. Ask students to act out the parts of the speakers either in small groups or for the whole class.



Professor Bot's Lesson

Introduction

We hope you have enjoyed Level 2 of Let's Learn English. Everyone is following their dreams, big and small.
What are your dreams? Our dream is for you to keep learning English!
Thanks for watching.

Expressing Dreams and Hopes Activity

Print enough copies of the Dreams, Plans, Wishes and Hopes game board to have one for a group of four or five students. Give students the Hope and Dreams handout. Say, "This final lesson in the course is about dreams – things you've wanted to do, be or have for a long time. On the handout, you can see six different ways to express your dreams. Let's take a look at them together."

Have students read the sentence form and examples aloud and ask for personal examples with each verb shown on the handout. Then ask, "Are you ready to play a game with these words?" Give students small objects or coins to use as markers. Explain how to choose

spaces by closing your eyes and touching the 2x4 grid on the game board. If dice are available students can use them.

Tell students that they should decide which structure to use from the ones they have seen in this lesson and previous lessons. Give these examples: “You roll the dice and land on ‘Your friends.’ You can say, ‘I hope my friend meets a nice guy.’ or: ‘I have dreamed of my friends having a million dollars!’ or ‘I am thinking about starting a business with my friend’ or ‘I plan to have a party with my friends next weekend.’”

Watch as students play and answer any questions that arise about the structures.

Day 3

Learning Strategy

Say, “The learning strategy for this lesson is Predict. In this lesson, the nurse says, ‘A student of mine didn’t do well on her science test. So, she won’t be able to make it ... to graduation.’ She is predicting that the student will not be able to graduate because of her low score on the test.”

Continue, “When we are reading or listening in English, we can predict to help us follow the material better. For example, when I am listening to the weather report, and I hear ‘I’m sorry if you had plans for the weekend...’ I can predict, or guess, that there is going to be bad weather over the weekend. Then I can listen more carefully to find out when the rain or snow is going to begin. When I am reading a story in the news, I can look at the headline and the photos to predict what the story is going to be about. Then if there are words or sentences I do not know, at least I will have a general idea about the content of the story.”

Ask students, “How about you? Do you use this strategy when you are studying English or watching movies or television programs?” Give students a chance to report on the times they have predicted to help them understand what they are reading or hearing. Ask students to write about the strategy and how they used it in their notebooks for future reference.

Activity

Introduce the activity: “In this lesson, Anna mentions a ‘bucket list.’ She asks Jonathan, ‘What’s at the top of your bucket list?’ A bucket list is a list of things you would like to do at some point in your life. We call it that because there is an idiom, ‘to kick the bucket,’ meaning to die. So a bucket list lists the things you want to do before you die.”

Pair students and ask them to write their own bucket list. Then they should interview their partner. If they get any new ideas for their bucket list, they can add them on the lower part of the Activity Sheet.

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. Ashley says, "I would love to be a dog trainer. Actually, I've taught my dog, Dublin, lots of tricks!"
The question is: What does Ashley tell Anna about dogs?

2. Nurse says, "I'm looking at her test results and they're not good. In fact, I'm afraid she's not going to make it."
Anna says, "What?! I'm not going to make it? I'm dying?"
Nurse says, "I wasn't talking about you. A student of mine didn't do well on her science test. So, she won't be able to make it ... to graduation."
The question is: What mistake does Anna make?

3. Jonathan says, "I'd love to win the World Karaoke Contest." Anna tells him about the contest auditions in DC. Jonathan says, "Are you serious? Can you read the story by yourself?"
The question is: What does Jonathan ask Anna?

4. Pete says, "I plan on selling my book to Hollywood and becoming rich and famous." Then he gets a phone call and says, "It's my agent! Hello? Uh-huh. Sure! I can be in Los Angeles tomorrow!"
The question is: What does Pete plan to do?

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

Writing

Ask students to write their answer to the prompt. Write the words or phrases you think they may need on the board. Here is the writing prompt:

Think of this statement: When choosing a career, a person should seek self-fulfillment rather than money. It is more important to ‘live one’s dream’ than to earn a good salary.

Begin by saying whether you agree or disagree. Then list the main factors that influence a person’s choice of career. Consider whether some jobs are more worthwhile than others. Discuss the importance of a good salary when choosing a career.

Have students exchange their work and discuss their opinions. Collect the writing to include in the students’ portfolios.

Conversation

- Ashley: Anna, where are you going in such a hurry?
- Anna: Hi, Ashley. The nurse's office. Today I get the results from my blood test.
- Ashley: I'm sure you're fine. Don't worry.
- Anna: You know, I used to dream of being a nurse. It is such an honorable career. Is there something you've dreamed of doing?
- Ashley: Sure! I would love to be a dog trainer. Actually, I've taught my dog, Dublin, lots of tricks!
- Anna: Well, I'm off to the nurse. Bye, Ashley.
- Ashley: Bye, Anna.
- Anna: Bye, Dublin.
(Anna stands near the nurse's office and listens to her phone call.)
- Nurse: I'm looking at her test results and they're not good. In fact, I'm afraid she's not going to make it.
- Anna: What?! I'm not going to make it? I'm dying?
- Nurse: Anna, come in. How are you?
- Anna: I guess..not so good. I'm dying!?
- Nurse: What are you talking about?
- Anna: I just heard you on the phone. Just tell me: How much longer do I have?
- Nurse: I wasn't talking about you. A student of mine didn't do well on her science test. So, she won't be able to make it ... to graduation.
- Anna: Whew. Thank goodness! For a minute, my whole life passed before my eyes. There are so many things I haven't done yet.
- Nurse: Well, life is short. It's important to do something you love every day.
- Anna: I couldn't agree more.
- Nurse: Now, let's talk about your blood test. Your cholesterol is really low.
- Anna: Awesome!
(Next, Anna is sitting in a sound studio with Jonathan.)
- Jonathan: Okay, Anna, say something and I'll check your sound level.
- Anna: Testing 1, 2, 3. Testing. Jonathan, I've been wondering something: What's at the top of your bucket list?
- Jonathan: That's easy. I'd love to win the World Karaoke Contest.

Anna: This is so strange. I just saw on Twitter that they are having auditions in D.C. this weekend!

Jonathan: Are you serious? Can you read the story by yourself?

Anna: Sure, absolutely.

Jonathan: Thanks!

Anna: You go.

(Anna goes outside and talks to Penelope.)

Anna: Penelope, I was wondering if you still dream of being a dancer.

Penelope: Only every day!

Anna: Well, guess what: A famous dancer is having a flash mob around the corner! Hundreds of people are dancing together!

Penelope: No way!

Anna: Way! If you leave right now, you can join them! Bye!

(Anna then sits with Pete in the office kitchen.)

Anna: Pete, what's one of your dreams?

Pete: Well, last night I dreamt I was in a spaceship. I was flying through outer space with these two beautiful...

Anna: Pete -- not that kind of dream. I mean your hopes for the future.

Pete: Oh. I plan on selling my book to Hollywood and becoming rich and famous.

Anna: That's going to be difficult.

Pete: It's my agent! Hello? Uh-huh. Sure! I can be in Los Angeles tomorrow!

Anna: Well, good job, Anna! My work here is done ... almost.

(Music plays as Anna talks to many more coworkers)

Music: You can search but you won't find the answer without a dream. You can reach for the stars but you won't get there without a dream...without a dream.

(Anna is sitting at her work desk.)

Ms. Weaver: Anna, what's going on? Where is everybody?

Anna: I don't know. Maybe something is, uh, going around the office.

Ms. Weaver: You mean germs? Anna, you'd better use some of this hand cleaner. You don't want to get sick, too.

Anna: Right. Okay, thanks. Not germs – dreams, Ms. Weaver. Dreams.

Ms. Weaver: What did you say, Anna?

Anna: Nothing. Nothing.

Key Words

| | | |
|-------------------------------------|-------------------|--|
| absolutely | <i>adv</i> | completely or totally |
| blood | <i>n</i> | the red liquid that flows through the bodies of people and animals |
| bucket list | <i>n</i> | a list of experiences or achievements that a person hopes to have or accomplish during their lifetime |
| flash mob | <i>n</i> | a large group of people who get together suddenly in a public place, perform an unusual or seemingly random act, then disperse |
| germ | <i>n</i> | a very small living thing that causes disease |
| go around | <i>v</i> | to go or pass from one person to another person |
| honorable | <i>adj</i> | deserving honor and respect |
| hundred | <i>n</i> | the number 100 |
| karaoke | <i>n</i> | a form of entertainment in which a device plays the music of popular songs and people sing the words to the songs they choose |
| level | <i>n</i> | an amount of something |
| make it | <i>expression</i> | to not fail, die, et cetera |
| My whole life passed before my eyes | <i>expression</i> | to quickly imagine major moments in your life as a response to fearing death or harm |
| nurse | <i>n</i> | a person who is trained to care for sick or injured people and who usually works in a hospital or doctor's office |
| result | <i>n</i> | information that you get from a scientific or medical test |
| rich | <i>adj</i> | having a lot of money and possessions |
| spaceship | <i>n</i> | a vehicle that is used for travel in outer space |
| thank goodness | <i>expression</i> | an expression used to show happiness that something bad has been avoided or has finished |

Quiz - Level 2, Lesson 30 - Dream a Little Dream

Listen. Circle the letter of the correct answer.

1. What does Ashley tell Anna about dogs?

- a. She wants to teach people to train dogs.
- b. Ashley wants to become a dog trainer.
- c. She plans to teach Dublin lots of tricks.
- d. Ashley tells Anna all of these things.

2. What mistake does Anna make?

- a. She thinks her test results will be bad.
- b. Anna believes that she is going to die.
- c. She thinks the nurse is talking about her.
- d. Anna makes all of these mistakes.

3. What does Jonathan ask Anna?

- a. If she knows how to check sound levels
- b. If Anna has heard about the contest
- c. If she can read the story by herself
- d. Jonathan asks Anna all of these things.

4. What does Pete plan to do?

- a. Sell his book to Hollywood
- b. Become rich and famous
- c. Be in Los Angeles tomorrow
- d. Pete plans to do all of these



| SENTENCE FORM | EXAMPLE |
|--------------------------------------|---|
| <i>would, always, thinking about</i> | |
| I would love + infinitive | I would love to be a dog trainer. |
| I've always wanted + infinitive | I've always wanted to start a wellness company. |
| I'm thinking about + gerund | I'm thinking about joining a musical band. |
| <i>with dream</i> | |
| My dream is + infinitive | My dream is to be a dancer. |
| I've dreamed of + gerund | I've dreamed of traveling the world. |
| <i>with hope</i> | |
| My hope is + infinitive | My hope is to open an English school one day. |
| I hope + infinitive | I hope to have a house with a garden. |
| <i>with plan</i> | |
| My plan is + infinitive | My plan is to become a journalist. |
| I plan + infinitive | I plan to work as a museum tour guide. |
| I plan on + gerund | I plan on selling my book to Hollywood. |

Note that "dream", "hope" and "plan" can be nouns or verbs.



Start

| | |
|------------------------|------------------------|
| Your house | Your studies |
| Your friends | Go Back 2 |
| Future husband or wife | Your (future) children |
| FREE | |

Dreams, Plans, Wishes and Hopes Game

| | | | | | |
|--|-------------|-----------------------|-----------|--------------------------------------|----------|
| A conversation game to find out about each other's dreams and goals. Choose would, always, thinking about, dream, plan or hope and talk about the topic you land on. | | Shopping Malls Media | | Going to the doctor When you are old | |
| Trade places | | Trade places | | | |
| Sports | FREE | Space | Mail | Cooking | Money |
| | | | | | |
| Close your eyes and put a finger on the grid below to see how many spaces you should move. Land on an arrow and jump ahead or back. | | Go Ahead 2 | | | |
| | | Go Back 1 | | Go Back 1 | |
| The ocean | | War | Education | Books | Farm-ing |
| | | | | | |
| Trade Places | | Your govern-ment | | Computers | |
| | | The weather | | | |
| Go Ahead 1 | | Go Ahead 1 | | This game | |
| | | | | | |
| Trade Places | | Clothes in the future | | END | |
| | | | | | |

Dreams, Plans, Wishes and Hopes Game

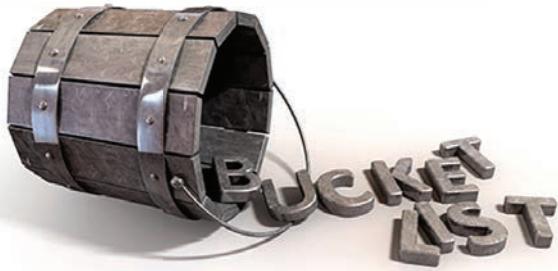
| | | | | | |
|--|-------------|----------------------|-----------|--------------------------------------|----------|
| A conversation game to find out about each other's dreams and goals. Choose would, always, thinking about, dream, plan or hope and talk about the topic you land on. | | Shopping Malls Media | | Going to the doctor When you are old | |
| Trade places | | Trade places | | | |
| Sports | FREE | Space | Mail | Cooking | Money |
| | | | | | |
| Close your eyes and put a finger on the grid below to see how many spaces you should move. Land on an arrow and jump ahead or back. | | Go Ahead 2 | | | |
| | | Go Back 1 | | Go Back 1 | |
| The ocean | | War | Education | Books | Farm-ing |
| | | | | | |
| Trade Places | | Your govern-ment | | Computers | |
| | | The weather | | | |
| Go Ahead 1 | | Go Ahead 1 | | This game | |
| | | | | | |

Dreams, Plans, Wishes and Hopes Game

| | | | | | |
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| | | Go Back 1 | | Go Back 1 | |
| The ocean | | War | Education | Books | Farm-ing |
| | | | | | |
| Trade Places | | Your govern-ment | | Computers | |
| | | The weather | | | |
| Go Ahead 1 | | Go Ahead 1 | | This game | |
| | | | | | |



A 'bucket list' is a list of experiences or achievements that a person hopes to have or accomplish during their lifetime.



IDEAS
Experience ... (adventure)
Learn something new...
Travel to...
Help others...
Investigate...
Create...
Try something new...

Read the sample Bucket List above. Then write your own bucket list.

With a partner, talk about your bucket list. Did you get any new ideas? Now write your new ideas.

Photo: <http://livingembellished.blogspot.in/2010/08/bucket-list.html>
<https://learningenglish.voanews.com>



Certificate of Achievement

This certificate is presented to:

For successful completion of

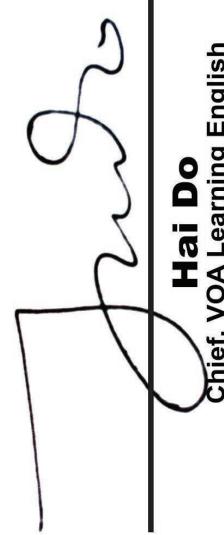
Let's Learn English LEVEL 2

A self-directed 30-week program to develop listening, speaking, vocabulary and writing skills in American English.

Awarded this day of


A large, handwritten signature in black ink, appearing to read "Amanda Bennett".

Amanda Bennett
Director VOA


A large, handwritten signature in black ink, appearing to read "Hai Do".

Hai Do
Chief, VOA Learning English



LEVEL 2 ADDITIONAL RESOURCES



Other VOA Learning English Courses

Let's Teach English

The Let's Teach English video series offers free online training for English language educators worldwide.

Let's Learn English Level 1

The Level 1 course of Let's Learn English has 52 lessons.

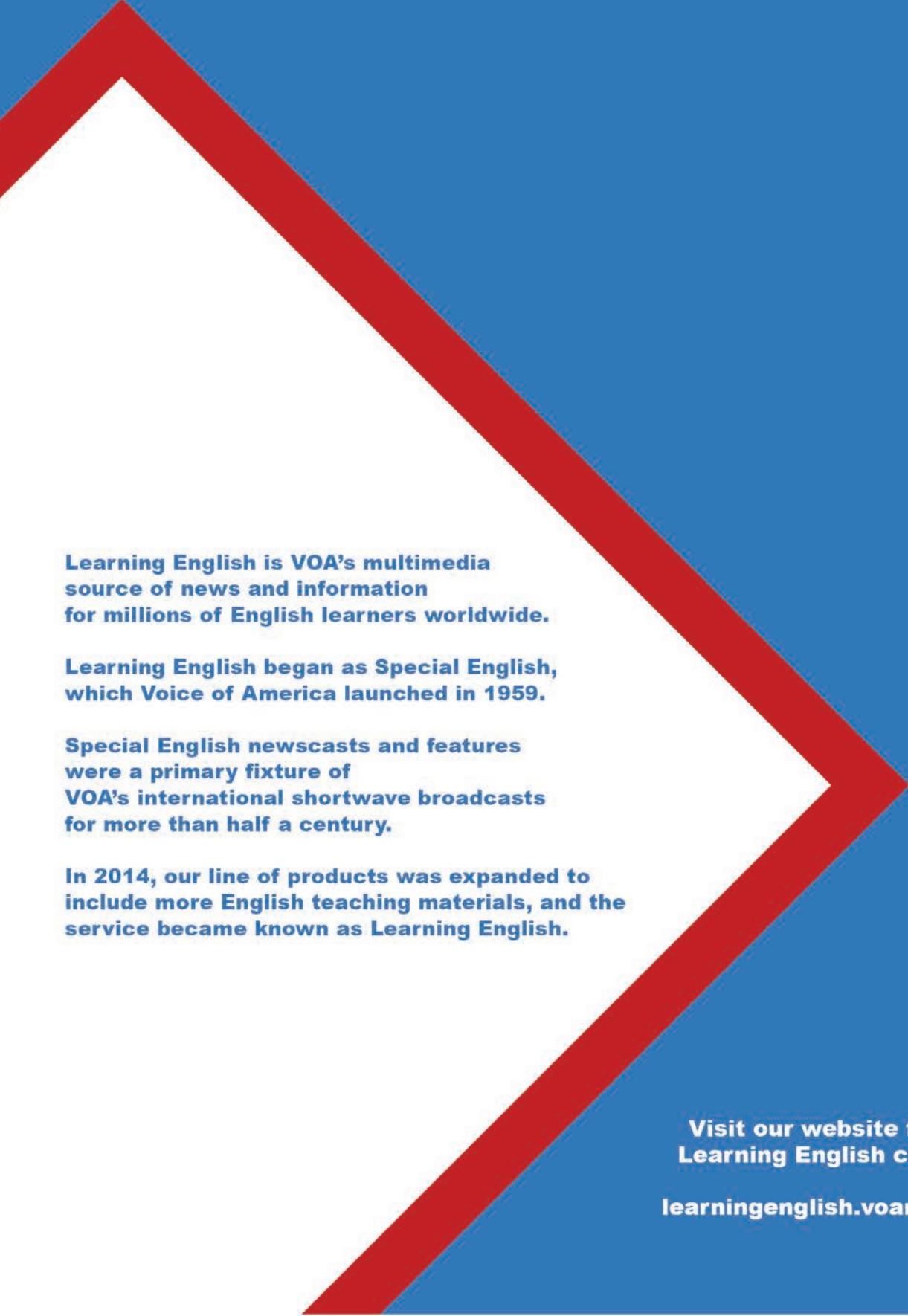
On the VOA Learning English Website

VOA English Challenge Test

The EF Standard English Test is a free standardized English test developed by EF Education First. The test gives a CEFR score from A1 - C2. Let's Learn English Level 1 is good for learners from level A2 to B1. Let's Learn English Level 2 is good for learners from level B2 to C1.

Learning English Word Book

A 1500-word dictionary is available on our website in the form of a [downloadable book](#).



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