



LEVEL 1
LESSON 2
HELLO, I'M
ANNA!

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| Topics Welcoming Saying goodbye | Prepare Before Class Photo of three people talking in apartment lobby Paper for notes |
| Learning Strategy Preview | Goals Grammar: BE + noun; BE + location; Subject pronouns: I, you, he, she, we, they Pronunciation: Contractions with BE Speaking: Asking for names; saying your address |

Day 1

Introduce the Lesson Topic

Say, "When we meet new friends, we learn about them by asking questions. Ask students to tell you the questions they already know in English or in their native language for when they meet a new person. For example, they may ask, "What is your name?" or "Where are you from?"

Tell students that they can use questions like these in English, too. Write the questions on the board. For example, write:

Where are you from? (Underline the word "where.")

Say, "'Where' is a question word. It asks for the place." Ask a student to answer the question. Write their answer:

I am from (where? - student's home town)_____.

Give another example, such as:

Who is your friend?

Say, "'Who' is a question word, too. It asks about a person." Ask a student to answer the question:

My friend is (who?) _____.

Show the photo below from the video. Ask a student to tell you about the picture. “Look at this picture from the lesson video. What do you see?” They may say, “Three people are talking,” or “Anna is meeting a new friend.”



Explain, “Before we study something new, we can preview, or take a look ahead, to start thinking about it. That can help us get ready to learn. In Lesson 2, Anna meets a new friend. What do you think he will ask her?” Tell your neighbor what you think Anna’s new friend will say.”

Tell students, “Now, let’s imagine that we are just meeting. Earlier, you told me that when people meet, they ask questions like, ‘What is your name?’ and ‘Where are you from?’ Ask me a question to start.”

Student: “What is your name?”

Teacher: “My name is _____,” or “I am _____.” “Where are you from?”

Student: “I am from _____ (student’s home town).”

Tell students to turn to a neighbor and practice asking and answering these two questions. Remind students of the strategy. “When you preview your new lesson, you can get ready to learn by using what you know already.”

Present the Conversation

Tell students, “Now let’s find out what Anna’s new friend says.” Play the video or ask a few students to read the conversation.

If using the video, ask students to repeat the phrases shown below. If students are acting out the conversation, have the class practice these phrases before and/or after they listen to the conversation.

Main Video Script - Lesson 2

| | |
|---|---|
| 1. Listen: Where are you from? I am from a big city. Speak and say your city. I am from _____. | 4. Listen: I have to go now. Speak: I _____ go now. (have to) |
| 2. Listen: Welcome to DC. Speak and say your city. Welcome to _____ | 5. Listen: Nice to meet you Speak: Nice to _____ (meet you) |
| 3. Listen: Thank you. Speak: Thank you | |

Day 2

Teach Key Words

Have students listen to the Speaking Practice video and say the new words for this lesson or repeat them after you.

Write the key words on the board or give students a list of the words. Check to see if students understand the meaning of all the words by reading definitions at random and asking students which word matches the definition. After the key words, the video teaches students how to say an address. Here is the script:

Speaking Practice Script – Lesson 2

1. Americans say an address this way:
number
street
city
state
zip code

2. Listen to this address: I work at 330 Independence Avenue Southwest, Washington, DC. The zip is 20237.

Now you try it.

Say your address in English.

I live at (number) _____ (street) _____

(city) _____ (state) _____

(zip or postal code) _____

Students will be able to practice writing their address on the Activity Sheet that is included with this lesson.

Learn How to Address an Envelope

Give students the Activity Sheet for Lesson 2, which shows an addressed envelope and an application for a library card. Have students complete the address parts of the envelope.

Explain that, in the United States, an address is written in order from smaller places to larger places, starting with the name of the person. The house number and street name go on the second line. The city, state and postal code go on the third line.

Ask students to write their own address in the top left corner of the envelope (the return address), and the address of a family member or friend in the “to” area in the middle of the envelope. If a student does not know another person’s address, use the address of the school. If students do not have a street address, you can create one.

Learn How to Complete an Application

Ask students to tell you times when they have to fill out an application. Possible situations include: getting a job, renting an apartment, or applying to a school program.

Explain that the application form on their Activity Sheet is for a library card. In the United States, most communities have a public library. People can go there to use books, videos, music and computers and get information on many subjects. There is no cost for the library’s services.

Discuss differences between how personal information is shown on the application form and how it may appear on forms in your students’ home countries. For example, the given name is written first, then a space is allowed for a middle name, then the family name. Explain that if the student does not have a middle name this area can be left blank. Tell them that in the U.S., the birthdate is written with the month followed by the day and year.

Contractions With BE

In Lesson 2, there are two contractions (short forms) in the conversation: who’s and you’re. Explain that these are similar to the fast speech that was studied in Lesson 1.

The first example is where Jonathan asks, “Hey, Pete! Who’s your friend?” He is asking, “Who is your friend?”

Later, Pete tells Anna, “Remember to call Marsha at work. Tell her you’re here.”

That means “Tell her you are here.” The Pronunciation Practice video explains this contraction and gives students a chance to practice saying it. If time allows, make sure students know this contraction has a different meaning than the pronoun “your.”

Pronunciation Practice

As noted above, the Pronunciation Practice video teaches about linked sounds, or how speakers say “you’re” for “you are.”

Pronunciation Practice Script – Lesson 2

Slow speech:

You are here

Fast speech:

You’re here.

Play the video or read the script and have students practice the linked sound ‘you’re.’

Learn About Pronouns

Explain what pronouns are in English by comparing with the students’ native language, if possible. The pronouns used in this lesson are: I, you, he and she. Ask students to watch (or listen to) the conversation for Lesson 2 of Let’s Learn English.

Give students a piece of paper or ask them to write in their notebook. Ask students to listen for these words in the conversation and write each one they hear.

Subject Pronouns

| | |
|---------------|----------|
| First Person | I |
| Second Person | You |
| Third Person | He / She |

Activity

Ask students what they say when leaving a friend or coworker. Write their responses on the board.

Have students read the conversation for this lesson or watch the video again. Ask them to find the answers to these questions:

1. How does Pete tell Anna that he is leaving?
2. How does Anna say goodbye to Pete?
3. How does Anna say goodbye to Jonathan?
4. How does Jonathan say goodbye to Anna?

Answer: When Pete leaves Anna, he says, “I have to go now.” Anna says “Oh” to Pete, then she agrees when Pete reminds her to call Marsha (right). Anna says goodbye to Jonathan by saying, “Nice to meet you.” Jonathan answers, “You, too. Bye.” What he means is, “It was nice to meet you, too.”

Ask students to work in pairs or groups to make a list of all the ways they know to say goodbye in English. Compare the items on the list for formal and informal ways to say goodbye. For example, “Nice to meet you” is more formal than “See ya later.” Have students practice the expressions they have written in their pairs or groups.

Conversation Review

Ask students to form groups of three students each. Give each group a copy of the conversation for this lesson. Tell students to change the names and places to local places and their own names and friends’ names. For example, “Welcome to Agra!”

Have each group practice the conversation until they can say their lines without looking at the paper. Then put groups together so each group can perform the conversation for one other group.

Conversation Activity

Ask students to form groups of four. In each group, tell them to practice asking and answering the questions, “What is your name?” “Who is your friend?” and “Where are you from?” as shown in the example below. Remind student of the words they have learned in this lesson.

Ask four students to stand at the front of the class and ask the questions about their classmates. For example:

Student A: What is your name?

Student B: My name is Svetlana.

Student A: Where are you from?

Student B: I am from Kiev.

Student C: What is her name? (Referring to Student B)

Student D: Her name is Svetlana.

Student C: Where is she from?

Student D: She is from Kiev.

Listening Quiz

Give each student a paper copy of the listening quiz. Play each question’s video and pause for students to answer. Ask students to choose the correct answer.

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

1. Anna says, “Where are you from?”
2. She says, “I am from a small town.”
3. Anna says, “I am in apartment B4.”
4. She says, “I am in apartment C2.”
5. Anna says, “My apartment is number D7.”

Writing

Give the writing assignment in class or as homework. Show an example and discuss the writing assignment that you choose, depending on the ability of your students.

Write the topics on the board.

Choose A or B:

- a. Write a postcard or letter to a friend or family member.
- b. Make a poster to welcome new students to your school.

Conversation

- Jonathan: Hey, Pete! Who's your friend?
Pete: She is Anna. She is new to D.C.
Jonathan: Where are you from?
Anna: I am from a small town.
Jonathan: Well, welcome to D.C.
Anna: Thank you.
Jonathan: I am Jonathan. I am in apartment B4.
Anna: I am in apartment C2. Marsha is my roommate.
Jonathan: I know Marsha. She is nice.
Pete: And I am in Apartment D7. I have to go now.
Anna: Oh!
Pete: Remember to call Marsha at work. Tell her you're here.
Anna: Right, thanks, Pete. Nice to meet you!
Jonathan: You too, Bye.
Anna: Apartment C2, here I come!

Key Words

know – *v.* to have met and talked to (someone)

meet – *v.* to see and speak to (someone) for the first time.

call – *v.* to make a telephone call.

friend – *n.* a person who you like and enjoy being with.

remember – *v.* to have or keep an image or idea in your mind of (something or someone from the past) or to think of (something or someone from the past) again.

roommate – *n.* a person who shares a room, apartment, or house with someone else.

work – *n.* the place where you do your job.

Quiz - Level 1, Lesson 2: Hello, I'm Anna

Listen. Circle the letter of the correct answer.

1. What does Anna say?

- a. Where do you work?
- b. What do you think?
- c. Where are you from?
- d. Where are you now?

4. What is her apartment number?

- a. I am in apartment C2.
- b. I am in apartment S2.
- c. I am in apartment C4.
- d. I am in apartment D4.

2. Where is she from?

- a. I am from Austin.
- b. I am from a small town.
- c. I am from a big city.
- d. I am from Somalia.

5. What does Anna say?

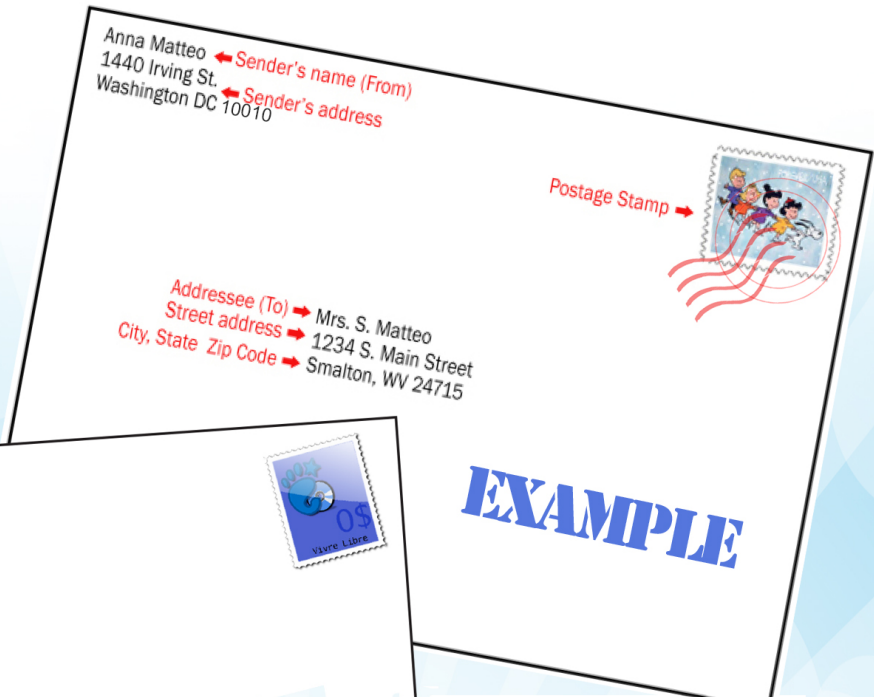
- a. My department is new.
- b. My apartment is number D7.
- c. My apartment is number D9.
- d. My department is in room D7.

3. What is her apartment number?

- a. I live in apartment D4.
- b. I am in apartment E4.
- c. I live in apartment G4.
- d. I am in apartment B4.

Write your name and
address here!

Write the name and address of the person
you are sending a letter to here!



Complete this form with your personal information.



**LOCAL
PUBLIC
LIBRARY
NETWORK**

Application Form for Library Card

| | | | | | |
|--------------------------------|--|----------------------|-------------|--|-----------------|
| FIRST NAME (GIVEN NAME) | | MIDDLE NAME | | LAST NAME (SURNAME) | |
| STREET ADDRESS | | APARTMENT # | CITY | STATE | ZIP CODE |
| PHONE NUMBER | | EMAIL ADDRESS | | DATE OF BIRTH (MONTH/DAY/YEAR) / / | |