



LEVEL 1
LESSON 11
THIS IS MY
NEIGHBORHOOD

Topics Describing neighborhoods Asking for information	Prepare Before Class Sheets of paper with names of community services: bank, store, library, post office Small objects such as stamps, letters, pencils, books, and coins to practice plural form of nouns Small sticky notes or cards or cut-out graphic for thankful tree
Learning Strategy Ask Questions	Goals Grammar: Prepositions (across from, behind); cardinal numbers indicating quantity; Singular/Plural introduction Speaking: Expressing gratitude; asking questions to check understanding Pronunciation: Emphasis on words expressing feelings

Day 1

Introduce the Lesson Topic

Say, "Today, we will learn to use numbers to talk about more than one thing. We call this form the plural."

Ask students, "What do you do when you want to know something?" Possible student answers include, "Look it up," "Ask a teacher," "Find it on the internet" or "Ask a friend."

Pick up a pencil or another classroom object. Tell students, "I have one pencil." Pick up another and turn to the class. Point to one student and tell the student to repeat the question: "How many pencils do you have?" Answer, "I have two pencils." Ask students, "What is different in my sentence?"

Write the two sentences on the board and ask students to compare them. Ask students what they have in their bags or desks. "Do you have books in your bag? How many books?" Prompt students to answer, "I have (number) books."

Ask, "In your first language, do nouns become plural?" Say that comparing to your first language can often help understand grammar in English.

If possible, have some example objects in the classroom. Ask one or two students to come to the front and ask about the objects, such as, "How many stamps do you have?" "How many letters do you have?" Have the class respond together as a student holds up the objects: "four books; three stamps; five letters."

Tell students that in this lesson, they will also learn how to ask for help finding places and say thanks for the help.

Present the Conversation

Tell students that the video will show Anna asking Marsha questions about their neighborhood. Play the video or ask a few students to read the conversation. If students are acting out the conversation, put a few large papers on the wall in separate areas around the room. Write one of these words on each paper: library, mailbox, bank, store. Students then can walk between the points as they act out the conversation.

Main Video Script – Lesson 11

1. Listen:

I need to return three books to the library.

Speak:

I need to return _____ to the library. (three books)

3. Listen:

There is a bank behind you.

Speak:

_____ is a bank _____ you. (There, behind)

2. Listen:

Is there a bank near here?

Speak:

_____ a bank _____ here? (Is there, near)

Learning Strategy

Tell students that in today's lesson, they will learn about asking questions. Ask, "What does Anna need to know?" Let students respond with the names of the places or the services offered: return books - library; get money (cash) - bank; buy stamps - store; mail letters - post office or mailbox.

Ask, "How does Anna find out what she needs to know?" Students should respond with "questions" or "asking a friend." Tell students, "In our next class, we will practice asking questions and learn about different neighborhoods."

Say to the students, "You can ask questions to help you learn in other school subjects. You can get a lot of practice in speaking if you ask questions whenever you can in English."

Day 2

Speaking Practice

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

Other ways of teaching key words include: drawing simple pictures on the board, pointing to examples in the room or acting the words out. You and/or a student can do this.

After the key words, the video teaches phrases for showing gratitude.

Speaking Practice Script – Lesson 11

1. When someone helps us, we often say "Thank you."

Listen to Anna thank Marsha for helping her find things in their neighborhood.

2. Anna: Thanks, Marsha. You know our neighborhood so well."

Now you try it.

"_____ you, Anna, for helping me learn English." (Thank)

Activity

Hand out copies of the Activity Sheet. Tell students to find a partner and match the columns on the activity sheet: things to do, a picture of a place, and the name of the place.

Tell students they will do the next part of the activity walking around the room to ask classmates questions. You can read students the instructions on bottom part of the Activity Sheet.

Then have a few students come to the front. Ask the students to report what they learned using this sample conversation:

"(Student's Name) lives in a neighborhood where there is a place to buy stamps, a library, a place to read books, and a place to get cash."

Check if students are using plural forms of the nouns correctly. If they are not, hold up some of the sample objects and review how to say the plurals.

Ask students what they think now after practicing asking questions. Did they learn from talking with their partners?

Day 3

Pronunciation Practice

The Pronunciation Practice video points out how emphasis shows the important words in spoken English.

Play the video or read the explanation below. Have students say other sentences with emphasis on important words. For example: “I need to **practice** to get better at English.”

Pronunciation Practice Video Script – Lesson 11

1. When Anna talks about her neighborhood, she says the word, “love” louder and slower. This shows the word is important to tell about how she feels.

2. Anna: I love my new neighborhood. Now you try it.
Speak:
I _____ learning English! (love)

Showing Gratitude - Thankful Tree

Tell students that being thankful is important to enjoying life. Scientists say that we are healthier if we look for things to be thankful for.

Cut out the heart pictures in this lesson or give students small cards or pieces of paper with holes through which to attach a string. Bring a branch of a tree into class from which to hang the hearts or cards.

Ask students to make a list of six people or things they can be thankful for. Ask them to write the reason they are thankful to each person or thing.

Have students form two lines facing each other and practice saying what they are thankful for. Students tell the person across from them one thing or person they are thankful for. Then, they change places with someone else to talk to a different student. Students continue to do this until they have spoken to everyone across from them.

Give students pieces of string or tape. Ask them to hang their hearts on the “thankful tree” at the front of the classroom.

In future lessons, remind students to think of the things they wrote on the hearts. When there is a happy event in the class, or students show progress, add new hearts on the “thankful tree.”

Day 4

Listening Quiz

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

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

1. Marsha says, “Um, no. The post office is far from here.”
2. Marsha says, “But there is a mailbox across from the store.”
3. Anna says, “Marsha, these are letters to my family and friends back home ... four letters!”
4. Anna says, “Marsha, before we get ice cream, I need to return three books to the library. Where is the library?”
5. Marsha says, “There is a bank behind you.”

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

Writing

Discuss the vocabulary that may be used for the topic. Write some of the words on the board for students to use in their written work.

Write the writing topic on the board:

Where do you do errands in your neighborhood? Write about three places you go in your neighborhood. Tell what you do at each place.

Conversation

- Anna: Hello! DC is a city for walking. In our neighborhood, I can do all my errands. Marsha, before we get ice cream, I need to return three books to the library. Where is the library?
- Marsha: It is on this street on the corner.
- Anna: Awesome!
- Marsha: Let's go!
- Anna: Marsha, I can return the books here.
- Marsha: Anna, what are those in the books?
- Anna: Marsha, these are letters to my family and friends back home ... four letters! Is there a post office near here?
- Marsha: Um, no. The post office is far from here. But there is a mailbox across from the store.
- Anna: Awesome! Let's go! (At the mailbox)
- Anna: Marsha, now I need to buy stamps.
- Marsha: Do you have cash?
- Anna: No. Is there a bank near here?
- Marsha: There is a bank behind you.
- Anna: Thanks, Marsha. You know our neighborhood so well.
- Anna: Now I have cash. I can buy stamps.
- Marsha: That store sells stamps.
- Anna: Wait here. Anna: I have stamps.
- Marsha: Wow, you're fast.
- Anna: Thank you, thank you letters, for sending my words... my love ... to my family and friends -
- Marsha: Do you have more cash?
- Anna: I do!
- Marsha & Anna: Ice cream!!
- Anna: I love my new neighborhood! Everything is near our apartment! Even hair salons*, and ice cream!
- Anna: Until next time!

* a business that gives customers beauty treatments (such as haircuts)

Key Words

bank - *n.* a business where people keep their money, borrow money, etc., or the building where such a business operates

buy - *v.* to get (something) by paying money for it

cash - *n.* money in the form of coins and bills

corner - *n.* the place where two streets or roads meet

errand - *n.* a short journey that you take to do or get something

fast - *adj.* moving or able to move quickly

get - *v.* to obtain (something)

ice cream - *n.* a frozen food containing sweetened and flavored cream

library - *n.* place where books, magazines, and other materials (such as videos and musical recordings) are available for people to use or borrow

mailbox - *n.* a public box in which letters and packages are placed to be collected and sent out

post office - *n.* a building where the mail for a local area is sent and received

return - *v.* to bring, give, send, or take (something) to the place that it came from or the place where it should go

sell - *v.* to exchange (something) for money

send - *v.* to cause (a letter, an e-mail, a package, etc.) to go or to be carried from one place or person to another

stamp - *n.* a small piece of paper that you buy and then stick to an envelope or package to pay the cost of mailing it

store - *n.* a building or room where things are sold



Cut out to use in the “Thankful Tree” activity

Quiz - Level 1, Lesson 11 - This is My Neighborhood

Listen. Circle the letter of the correct answer.

1. Is there a post office near here?

- a. The post office is near here.
- b. There is not a post office near here.
- c. The post office is next to a farm.
- d. The post office is on the corner.

4. What is Anna doing with the three books?

- a. Anna is sending the three books to her family.
- b. Anna needs to return the books to a department store.
- c. Anna needs to return three books to the library.
- d. Anna is taking the books home from the library.

2. Where is a mailbox?

- a. There is a mailbox far from the store.
- b. There is a mailbox behind the store.
- c. There is a mailbox across from the store.
- d. There is a mailbox inside the store.

5. Where is the bank?

- a. The bank is behind Marsha.
- b. The bank is far from here.
- c. The bank is next to the library.
- d. The bank is behind Anna.

3. How many letters does Anna have?

- a. Anna has four letters.
- b. Anna has forty letters.
- c. Anna has one letter.
- d. Anna has fourteen letters.

Match the "things to do" with the picture and the name of "places in the neighborhood" where these things happen. Draw lines to show the matches.

Things to do:

send letters

get cash

buy ice cream

buy stamps

read books



Places in the neighborhood:

post office

store

library

bank

mail box

1. Choose three places that are in your neighborhood. Write them in the box below. 2. Ask three of your friends about what is in their neighborhoods. Write their answers below. 3. Answer their questions about what is in your neighborhood. Write your answers.

What do you have in your neighborhood?

There is a place to buy ice cream, a place to read books and a place to get cash.

Friend's Name	Friend's neighborhoods	Your neighborhood
example	store, library, bank	



LEVEL 1
LESSON 12
MEET MY FAMILY

Topics Family members Family relationships	Prepare Before Class Cards with names of family members and definitions
Learning Strategy Find and Apply Patterns	Goals Grammar: Auxiliary 'do' and the verb 'make' Pronunciation: Different ways to pronounce 'aunt' Speaking: Asking about a problem

Day 1

Introduce the Lesson Topic

Before the class, print or write out the cards listing family names and their meanings, which can be found in the Resources section below.

Say, "Today we will learn how to talk about people in our families."

Ask students to tell you the words they already know in English or their first language for family members. Let several students respond. Answers may include: mother, father, sister, brother, aunt, uncle, cousin, niece, nephew or others.

Put students into groups of four. Give one set of cards to each group. Then, tell them to work as a group to practice the words.

Then, make sure students understand the meaning of the words by using the family tree image on the Activity Sheet or by drawing one on the board.

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. Check to see if students understand their meanings by reading out definitions (in native language, if available) and asking students which word matches the definition.

After presenting the vocabulary, the Speaking Practice video teaches a way to talk about problems.

Speaking Practice Script – Lesson 12

1. When we see a friend who is sad, we can ask, “What’s wrong?”

Listen to Marsha ask Anna:

Marsha: What’s wrong?

Anna: I’m thinking about my family. I’m feeling homesick.

Marsha: You want to talk about it?

2. Now, you try it:

What’s wrong?

(students repeat)

Do you want to talk about it?

(students repeat)

Learning Strategy

Draw a family tree on the board and fill in the names of all of the family members that students learned about (mother, father, sister, brother and others). Keep this on the board for an activity later in today’s lesson.

Explain that when we are learning new things, it helps to look for patterns. Our brains like patterns and they help us remember things.

Tell students to look at the family member list on the board and say, “Do you see any patterns? Listen to answers and write them on the board. Answers may include: Three words end with the letters, -ther. Most words have a different male and female form. Cousin has only one form. Grand- is the start of two words. -in-law” is added to relatives by marriage. Niece and nephew both start with -n.

Tell students that in today’s lesson, they will learn to look for patterns to talk about family members in English.

Present the Conversation

Tell students that the video will show Anna talking about her family.

Play the main video or ask a few students to read the conversation. Tell students to listen for names of family members (aunt, uncle and others).

Tell students to respond when there are pauses in the video or have them repeat the sentences below after the conversation.

Main Video Script – Lesson 12

1. Listen:

What do rodeo clowns do?

Speak:

What __ rodeo clowns __?

They make jokes at a rodeo.

2. Listen:

They are my cousins.

Speak:

They are my _____. (cousins)

They are my uncle's daughter and son.

They are my _____'s daughter and son.
(uncle)

Keep the family tree drawing on the board but erase the words (family names). Tell students you are going to test what they remember.

Call out one family name at a time (“aunt” and others.) and ask students where to put it on the family tree. When several students agree on where it goes, write it on the family tree. Keep doing this until you have used all of the names.

Verbs ‘Do’ and ‘Make’

Tell students that the conversation between Anna and Marsha had questions and answers with the verb “do.” Tell them that in questions, we sometimes use “do” as a helping verb.

Write these examples on the board:

What do rodeo clowns do?, What does Uncle John do? and What do they do?

Explain that we use “do” to ask about what someone does for a living or career. When we use it this way, the word appears twice -- before and after the person. Underline “do” in all of the questions on the board, like this: What do rodeo clowns do? Point to the subjects (rodeo clowns, Uncle John and they).

Tell students: The conversation also used the verb “make.” In the conversation, Anna used “make” to talk about what her family members build, create, or produce.

The Pronunciations of ‘Aunt’

Tell students that, in different English-speaking countries and parts of the United States, people say the word “aunt” differently. Some people say it “ant” and some people say it, “ahnt.”

Ask students to listen and repeat: Her aunt Lavender loves gardening. (Pronounce It “ahnt.)

Ask students to listen and repeat: Aunt Lavender makes spoons. (Pronounce it “ant.”)

Pronunciation Practice Video Script – Lesson 12

1. In the United States, people pronounce the word “aunt” differently. Listen to Anna talk about her aunt in the video.
“That is my Aunt Lavender. She is my mom’s sister.”

2. In the Northeast United States, and in some groups, people say the word “aunt” like “ahnt.”
Listen.
Anna’s Aunt (Ahnt) Lavender loves gardening.
Now you try it.
Speak:
Aunt (Ahnt) Lavender makes spoons.

Activity

Hand out printed copies of the Activity Sheet.

Review the names of family relationships. An answer key for the activity sheet is included in the Resources section for your reference.

Put students into pairs so they can interview each other. Ask one pair to stand at the front and ask each other questions. Here are samples of the conversation for this activity.

Student A: Tell me about your mother’s family.

Student B: This is my grandmother.

Student A: What’s her name?

Student B: Emilia.

Student A: What does she do?

Student B: She’s a banker.

Student B: How many sisters do you have?

Student A: I have five sisters.

Student B: Wow! That’s awesome! What does your older sister do?

Student A: She’s a student.

Student B: What does your father make?

Student A: He makes cell phones.

After students have had time to interview each other, ask several pairs to share something new or surprising they learned about their partner's family. (But first, make sure they get permission from the partner to share the information.)

Day 4

Listening Quiz

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

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

1. Anna says, "That is my aunt Lavender. She is my mom's sister."
2. Anna says, "Oh, this is my Uncle John. He is my father's brother."
3. Marsha asks, "Who are they?" Anna says, "They are my cousins. They are my Uncle John's daughter and son."
4. Marsha says, "What do they do?" Anna says, "They raise sheep and make sweaters."
5. Anna says, "This is my mother and this is my father. They are rodeo clowns." Marsha asks, "What do rodeo clowns do?" Anna says, "They make jokes at a rodeo. People laugh."

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

Writing

Discuss 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:

Are you from a big family or a small family? Tell the person sitting next to you about two people in your family. What do they do? What do they make? Then, write a paragraph about your partner's two family members.

Give students time to write then ask a few or several students to read their writing aloud or summarize it for the class.

Conversation

- Anna: Hello! Washington, D.C. has many beautiful parks. In fact, this park reminds me of my home very far away.
- Marsha: Anna, here's your coffee.
- Anna: Thanks, Marsha.
- Marsha: What's wrong?
- Anna: I'm thinking about my family. I'm feeling homesick.
- Marsha: Do you want to talk about it?
- Anna: Sure! I have some photos.
- Marsha: Yes. Yes, you do!
- Anna: Photos really help.
- Anna: This is my mother and this is my father. They are rodeo clowns.
- Marsha: What do rodeo clowns do?
- Anna: They make jokes at a rodeo. They make people laugh.
- Marsha: That-That's very different.
- Marsha: Who is that woman in the picture?
- Anna: That is my Aunt Lavender. She is my mom's sister. She loves gardening and makes spoons.
- Marsha: She makes spoons?
- Anna: Of course.
- Marsha: That, too, is very different.
- Anna: Oh! This is my Uncle John. He is my father's brother.
- Marsha: What does Uncle John do?
- Anna: He's a chicken farmer. And makes guitars. He's awesome, and I'm his favorite niece.
- Marsha: Who are they?
- Anna: They are my cousins. They are my Uncle John's daughter and son.
- Marsha: What do they do?
- Anna: They raise sheep and make sweaters.
- Marsha: Yeah, that's not a surprise.
- Marsha: Thanks for showing me your family photos. Your family is very different.
- Anna: I do feel better. Thanks for listening. I have many more photos!
- Marsha: Yeah. Yeah, you do.
- Anna: Washington, DC is my new home. But I like remembering my old home, too.

Key Words

clown - *n.* someone who often does funny things to make people laugh

different - *adj.* not ordinary or common; unusual

feel - *v.* used to describe or ask about someone's physical or mental state

garden - *v.* to work in a garden; to take care of the plants in a garden

guitar - *n.* a musical instrument that is held against the front of your body and that has usually six strings which are played with your fingers or with a pick

homesick - *adj.* sad because you are away from your family and home

joke - *n.* something said or done to cause laughter

laugh - *v.* to show that you are happy or that you think something is funny by smiling and making a sound from your throat

make - *v.* to build, create, or produce (something) by work or effort

park - *n.* piece of public land in or near a city that is kept free of houses and other buildings and can be used for pleasure and exercise

photo (photograph) - *n.* a picture made by a camera

raise - *n.* to keep and take care of (animals or crops)

remind - *v.* to cause (someone) to remember something

rodeo - *n.* an event in which people compete at riding horses and bulls, catching animals with ropes, etc.

sheep - *n.* an animal with a thick woolly coat that is often raised for meat or for its wool and skin

spoon - *n.* an eating or cooking tool that has a small shallow bowl attached to a handle

sweater - *n.* a warm usually knitted piece of clothing for the upper part of your body

Quiz - Level 1, Lesson 12 - Meet My Family

Listen. Circle the letter of the correct answer.

1. Who is Aunt Lavender?

- a. She is Anna's sister.
- b. She is Anna's mother.
- c. She is the sister of Anna's mom.
- d. She is Anna's niece.

4. What do Anna's cousins do?

- a. They like to sleep.
- b. They collect feathers.
- c. They raise sheep.
- d. They wear sweatpants.

2. Who is Uncle John?

- a. Uncle John is the father of Anna's brother.
- b. Uncle John is the brother of Anna's father.
- c. Uncle John is Anna's father.
- d. Uncle John is Anna's brother.

5. What do Anna's mother and father do?

- a. They make jokes at rodeos.
- b. They own a rodeo.
- c. They love to laugh.
- d. They ride horses in a rodeo.

3. Who are they? (The two young people in a photo)

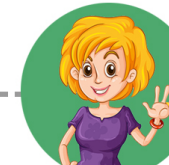
- a. They are Uncle John's mother and father.
- b. They are Uncle John's brother and sister.
- c. They are Anna's friends.
- d. They are Anna's cousins.

Write the names of the family members in the space next to the picture below. Then ask your partner for information about their family members. Listen to their answers and write them below.

MARRIED	RELATED
grandfather (x2)	cousin (x2)
nephew	sister
aunt (x2)	father
brother-in-law	brother
mother	uncle (x2)
niece	sister-in-law



grandfather
Paulo
Mexico



Your Partner

What is your grandfather's name?

His name is Paulo.

Where is he from?

He is from Mexico.



Answer sheet for teacher

Write the names of the family members in the space next to the picture below. Then ask your partner for information about their family members. Listen to their answers and write them below.

MARRIED	RELATED
grandfather (x2)	cousin (x2)
nephew	sister
aunt (x2)	father
brother-in-law	brother
mother	uncle (x2)
niece	sister-in-law



grandfather
Paulo
Mexico



grandmother



grandmother



grandfather



uncle



aunt



mother



father



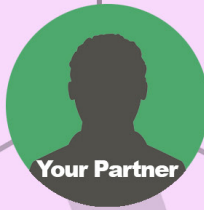
uncle



aunt



cousin



Your Partner



cousin



sister-in-law



brother



sister



brother-in-law



niece



He is from Mexico.



nephew



What is your grandfather's name?

His name is Paulo.

Where is he from?



LEVEL 1
LESSON 13
HAPPY BIRTHDAY,
WILLIAM
SHAKESPEARE!

Topics Usual and unusual activities	Prepare Before Class Chart for frequency adverbs on board or screen
Learning Strategy Make an Inference	Goals Grammar: Frequency adverbs; cause and effect phrases Pronunciation: Blended sounds Speaking: Using frequency adverbs to talk about cause and effect

Day 1

Introduce the Lesson Topic

Tell students that in this lesson, they are going to learn how to make good guesses and talk about how often things happen. By the end of the lesson, they will be able to talk about the things they usually do.

Give students copies of the Activity Sheet. Introduce the words from the sheet by showing the chart of frequency adverbs.

Ask students to repeat these adverbs: never, rarely, sometimes, often, usually, and always. Make sure students understand the meaning of the words by using a graphic like the one on the Activity Sheet.

Teach Key Words

Play the Speaking Practice video. Tell students to listen, then repeat the new words. Check to see if students understand the meaning of all the words. Start by reading out definitions and then ask students which word matches each definition.

After presenting the key words, the Speaking Practice video offers a guide to talking about cause and effect.

Speaking Practice Video Script – Lesson 13

1. In this lesson, Anna says what she is doing today is different. Listen to Anna telling why she is doing different things:

Anna: This is a drum band. I never listen to a drum band. But today, I am listening to a drum band because it's Shakespeare's birthday.

Anna: This is sword fighting. I never sword fight. But today I am sword fighting because it's Shakespeare's birthday.

Anna: There are many things to do in Washington, D.C. -- some usual, some unusual. I am not bored because it is William Shakespeare's birthday.

2. These sentences show a cause and effect. The cause is William Shakespeare's birthday party. The effects are listening to a drum band, sword fighting and not being bored.

Now, you try it. Tell about a reason you are studying English.

Why are you studying English?

(Several students can give responses.)

Day 2

Present the Conversation

Tell students the video will show Anna doing different activities. Play the main video or ask some students to read the conversation.

Tell students to listen for these words: always and never. Tell them also to respond when there are pauses in the video, as shown in the box below.

After playing the video, ask students to name some things in the classroom that are usual and unusual. For example, "Most classrooms in our school only have a white board. Our classroom is unusual because it has a screen."

Main Video Script – Lesson 13

1. Listen:

I never watch puppet shows.

Speak:

I _____ watch puppet shows.

3. Listen:

My clothes are usual.

Speak:

My clothes are _____. (usual)

2. Listen:

But today I am watching a puppet show.

Speak:

But today I _____ a puppet show.

4. Listen:

Their clothes are unusual.

Speak:

Their clothes are _____.

Learning Strategy

Tell students that in today's lesson, they will learn to make guesses.

Tell students, "Think about Anna's day. She goes to a party for William Shakespeare's birthday. She sees many interesting things and hears music and stories. How do you think she feels at this party?"

Students may answer, "happy," "good," or "excited." Ask those who answered, "Why?"

One possible answer is, "I think she is happy because she is smiling and dancing. She sounds happy, too,"

Explain the strategy: "When you use what you see or know to make a guess, we call it 'making an inference.' You do that when you see Anna is having a good time, and say, 'She is happy.'"

Ask students to give other examples of when they make a guess. Ask students, "Will it rain today?" Give students a chance to answer. If the sky looks like it will soon rain, tell them they are making an inference.

Ask another question: "When you go home late, will your parents be angry?" Give students a chance to answer. Respond: "Of course, you can guess that they will be angry if you are very late."

Say, "We can make guesses when we are trying to understand new things in English, too."

Frequency Adverb Practice

On one side of the board, write the activities listed below on the board. If it helps understanding, you can draw pictures next to the words. (Draw a ball, for example, next to “play games with friends.”)

Talk to friends

Play games with friends

Sing

Listen to music

Make or build something

Cook food

Spend time with family

Take care of brother(s) or sister(s)

Help someone do something

Work

On the other side of the board, write the list of frequency adverbs: never, rarely, sometimes, often, usually, always.

Put students into small groups of three or four each. Each student will tell the people in their group two or three things they do and how often they do it.

Write two examples on the board:

I always play games with friends.

I sometimes cook food.

Ask students to look for the adverbs. (They appear after the subject of each sentence.)

Pronunciation Practice

The Pronunciation Practice video teaches how English speakers say certain sounds.

Pronunciation Practice Video Script – Lesson 13

1. When one word ends with the same sound as the next word, English speakers often say the sound only one time.

Listen to Anna talk about what she is doing today:

But today, I feel bored.

But today, I am listening to a drum band.

But today, I am sword fighting.

2. Graphic shows the “t” sound in “but” and the “t” sound in “today” come together in one sound.

Now, you try it.

Listen:

I never speak English at home.

But today, I am speaking English at home.

Speak:

_____, I am speaking English at home. (But today)

Activity

Give students copies of the Activity Sheet. Ask them to match the words with the circles on the bar at the top. Then ask them to write an “email” about what they do - or do NOT do on a usual day.

Ask students to find a partner. Tell them to trade papers with their partner. Say: “Read your partner’s email and ask questions from your own guesses, or inferences.” Give an example: “You write that you always do homework on a usual day. Do you usually get good grades?” Or, “You write that you never walk to school. Do you take the bus?”

After the activity, ask a few students share their responses with the whole class.

Day 4

Listening Quiz

Give each student a paper copy of the listening quiz. Play each question’s video and pause for students to answer. Ask students to choose the correct answer. If not using the video, read the sentences below aloud:

1. Anna says, “In Washington, D.C., there are many things to do on a Sunday afternoon. I like to exercise. I like to shop. I like to garden.”
2. Anna says, “But today, I feel bored.”
3. Anna says, “When I feel bored, I always look for something unusual to do! I hear music. Let’s go see!”
4. Anna says, “This is a puppet show. I never watch puppet shows. But today I am watching a puppet show.”

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

Writing

Discuss the vocabulary that may be used for the topic, such as the words *never*, *sometimes*, *often*, and *usually*. Write the writing topic on the board:

Write about three to five things you usually do on a weekend afternoon. Then write about two or more things that you sometimes or never do on weekends.

Underline the words “usually” “sometimes” and “never” so that they can see them. Ask several students to share their weekend activities with the class. Or, put students into small groups to share with each other.

Conversation

- Anna: Hello! In Washington D.C. there are many things to do on a Sunday afternoon. I like to exercise. I like to shop. I like to garden. But today I feel bored. When I feel bored, I always look for something unusual to do! I hear music. Let's go see! What is going on here?
- Rebecca: It's a big birthday party for the writer William Shakespeare.
- Anna: This is a party for William Shakespeare?
- Rebecca: Yes!
- Anna: Awesome!
- Rebecca: Awesome!
- Anna: This is a drum band. I never listen to a drum band. But today I am listening to a drum band because it's Shakespeare's birthday!
- Anna: This is a puppet show. I never watch puppet shows. But today I am watching a puppet show because it's Shakespeare's birthday!
- Anna: My clothes are usual. His clothes are unusual. In Washington, D.C. seeing a politician or even the President is usual. Seeing the Queen of England is very unusual! Your majesty!
- Anna: This is sword fighting. I never sword fight. But today I am sword fighting because it's Shakespeare's birthday!
- Anna: There are many things to do on a Sunday in Washington, D.C. -- some usual, some unusual.
- Anna: Today, I am not bored because ... it is William Shakespeare's birthday!

Key Words

band – *n.* a usually small group of musicians who play popular music together

because – *conj.* for the reason that

birthday - *n.* the day when someone was born or the anniversary of that day

bored – *adj.* tired and annoyed by too much of the same thing; not interested

drum - *n.* a musical instrument that is made with a thin layer of skin or plastic stretched over the end of a round frame and that is played by hitting the skin or plastic with sticks or with your hands

exercise – *v.* physical activity that is done in order to become stronger and healthier

fight - *v.* to use weapons or physical force to try to hurt someone, to defeat an enemy, etc. or to struggle in battle or physical combat

party - *n.* a social event in which entertainment, food, and drinks are provided

politician - *n.* someone who is active in government usually as an elected official

President - *n.* the head of the government in some countries

puppet - *n.* a doll that is moved by putting your hand inside it or by pulling strings or wires that are attached to it

Queen - *n.* a woman who rules a country and who usually inherits her position and rules for life

shop – *v.* to visit places where goods are sold in order to look at and buy things

show - *n.* a performance in a theater that usually includes singing and dancing

sword - *n.* a weapon with a long metal blade that has a sharp point and edge

unusual - *adj.* different or strange in a way that attracts attention

usual – *adj.* done, found, or used most of the time or in most cases, or normal or regular

watch - *v.* to look at (someone or something) for an amount of time and pay attention to what is happening

Quiz - Level 1, Lesson 13 - Happy Birthday, William Shakespeare!

Listen. Circle the letter of the correct answer.

1. What does Anna like to do on Sunday?

- a. She likes to talk and she likes to mop.
- b. She likes to eat and she likes to walk.
- c. She likes to exercise and she likes to shop.
- d. She likes to cook and she likes to read.

3. What does Anna do when she is bored?

- a. Anna always looks for something usual.
- b. Anna looks for something unusual.
- c. Anna never looks for something unusual to do.

2. How does Anna feel today?

- a. Anna feels remorse.
- b. Anna feels mad..
- c. Anna feels happy.
- d. Anna feels bored.

4. What does Anna say about puppet shows?

- a. She never watches puppet shows.
- b. She always watches puppet shows.
- c. She does not like puppet shows.
- d. She likes puppet shows

STEP 1

Match the frequency adverb with the correct percentage.



usually

never

rarely

often

always

sometimes

STEP 2

Now pretend you are writing an email about how frequently you do different activities.

To: learningenglish@voanews.com
Subject: What I do on a usual day.

Dear VOA,

I always eat breakfast. Then, I usually....

SEND

STEP 3

Find a partner to work with. Ask questions using the words at the top of the page. Listen to your partner's question and answer them.





LEVEL 1
LESSON 14
HOW ABOUT THIS?

Topics Describing clothing colors and sizes Making suggestions; giving compliments	Prepare Before Class Colored pencils or markers (if available) Outer clothing such as shirts, belts, jackets, ties and hats that students can use to model the verbs 'take off' and 'put on'
Learning Strategy Personalize	Goals Grammar: Position of adjectives before nouns; use of two phrasal verbs 'put on' and 'take off' Speaking: Making a suggestion Pronunciation: Using color adjectives with nouns

Day 1

Introduce the Lesson Topic

Tell students, "Today we will learn to talk about clothing."

Ask students: "What are you wearing today?" Point to your own clothing and model the sentence: "I am wearing ... (a green shirt, a blue skirt, and a black belt)."

Tell students, "When we talk about clothing, we put the color first and the clothing name second, like this." Write on the board "green shirt" and then point to the color and the clothing word.

Ask students, "Where or when do you need to talk about clothing?" Answers may include: at a shop, when doing laundry, when planning what to wear; when looking for someone.

Say, "So, let's find out how to do that today."

Pronunciation Practice

The Pronunciation Practice video teaches how to describe clothing with color words.

Pronunciation Practice Video Script – Lesson 14

1. In English, the color word comes before the clothing word.
Listen to Anna and Genie talk about the colors of the clothes.

Genie: Take off the green dress. Let's try a green shirt and a skirt.

Anna: Oh, Genie! This green shirt is too large and this orange skirt is too orange.

Anna: Can you put on a gold belt?

2. Now you try it. Tell about these things:
It's a ____ ____.
It's a black hat.

They are ____ ____.
They are black jeans.

It's a ____ ____.
It's a green t-shirt.

It's a gold ____.
It's a gold dress.

Teach Key Words

Use the Activity Sheet to teach clothing and color words.

Put students into pairs. Students use the first page of the activity sheet to learn and practice the clothing words and colors. If you cannot print the sheet in color, point to those colors on your clothing, on students' clothing or on something inside or outside the classroom.

Review answers for the sheet with the class. Collect the sheets for use later in the week.

Now write on the board: I am wearing (name two pieces of clothing with their colors). Ask several students to tell the class what they are wearing. If students wear a uniform, they can describe it by using sizes, such as "I am wearing a medium shirt and a small jacket."

For the remaining words, play the vocabulary part of the Speaking Practice video. Have students repeat each word during pauses or say them and have students repeat. Make sure students understand the word meanings.

Present the Conversation

Say, "In this video, Anna does not know what to wear to the theater. She looks in a magazine to get help and gets a surprise."

Play the main video. Tell students to respond when there are pauses in the video.

Day 2

Main Video Script – Lesson 14

1. Listen:

How about jeans and a t-shirt?

Speak:

___ ___ jeans and a t-shirt? (How about)

2. Listen:

Let's try a green t-shirt and a skirt.

Speak:

Let's ___ a ___ shirt and a skirt. (try, green)

3. Listen:

I don't like this outfit.

Speak:

I ___ ___ this outfit. (don't like)

4. Listen:

These clothes look great on you!

Speak:

These _____ great on you! (clothes look)

Ask students, "Do you think Anna likes the new outfit from Genie? Why?" Give students time to answer. Ask them to explain their answers. For example, "I think she likes it. She says, 'These clothes look and feel great!'"

Speaking Practice

After the key words, the video teaches two ways to make a suggestion. Say, "Making a suggestion means offering an idea or a plan for someone to think about."

Speaking Practice Script – Lesson 14

Making a Suggestion

1. There are different ways to offer something in English. In the video, you hear two ways:

"How about...?" and "Let's try..."

Listen to Anna asking Genie about her clothes:

Anna: How about jeans and a t-shirt?

She is asking if Genie thinks her clothes are good to wear to the theater.

Now you try it.

Ask a friend about eating something with you.

2. Listen:

How about a sandwich?

Speak:

How about a _____? (sandwich)

Listen to Genie offer to give Anna another set of clothes:

Genie: Let's try a green shirt and a skirt.

Now you try it. Offer an activity to a friend.

Listen:

Let's try walking to the park.

Speak:

Let's try _____. (walking to the park)

Say: "Now, let's practice making suggestions some more." Give students the first page of the Activity Sheet (kept from Day 1).

Also, give students copies of the second page (it shows a man's body and a woman's body).

If you have colored markers or pencils, give a few colors to each pair of students. If they do not have colored pencils, they can write the color next to the clothes. Tell students they will work with a partner to make suggestions about clothes and then draw clothes on the body/bodies.

Write on the board:

How about...? Let's try...

Ask students to use the phrases to make suggestions. Say: "For example, 'How about purple shoes?' or 'Let's try purple shoes.'"

Walk around the room to make sure students are using the language correctly. Tell students they can share their drawings with the class.

There are many ways to do this. For example, each pair can stand in front of the class and talk about their drawings. Or you can do a gallery walk. See below for instructions. (Do the gallery walk on Day 3, if needed.)

Day 3

Gallery Walk

Ask students to put their drawings on a classroom wall. Next, ask the class to walk around and look at the drawings. Then, as a group, ask them to stand facing the drawings.

Ask a student to point to any drawing and say what the man or woman is wearing. For example, "He is wearing a blue hat and a yellow shirt." Ask several more students to do this.

Learning Strategy

Tell students that they are going to learn about personalizing. Say, "Personalizing means thinking about your own life and using this as a way to learn." Ask students: "What do you like? What do you not like?"

Use the clothing you brought to class, or ask several students to give you a jacket, sweater or vest. Ask one student to come to the front of the class. Give him/her a jacket that is too large. Demonstrate the following conversation:

Teacher: How about this jacket? (Give student a small-sized jacket to try on.)
Please put on this jacket.

Student: This jacket is too small. / I don't like it.

Teacher: Okay, take off that jacket. Let's try this jacket.

(Give student correct-sized jacket)

Student: This jacket feels great. / I like it.

Teacher: (The blue/That jacket) looks great on you!

Thank the student and let them return to their seat. Make sure students understand the verbs “put on” and “take off.” Show it again with a piece of clothing on yourself if needed.

If students do not have clothes they can use, give them magazines with photos of clothing items. They can cut pictures out of the magazine if needed.

Then tell students to give a clothing photo to their partner.

Tell the students to work in pairs.

Say, “Practice the conversation you just saw by giving a clothing item (or photo) to your partner.”

Walk among students to listen to the conversations and suggest language as needed, such as “too large/too casual/too formal for me.”

Remind students to think about themselves (or personalize). Ask: “Do you like the (clothing item)? Does it fit well?”

Day 4

Listening Quiz

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

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

1. Anna says, “Awesome! How about jeans and a t-shirt?” Genie says, “No! Jeans and a t-shirt are too casual.”
2. Anna says, “Wow! Genie, this dress is beautiful. But it’s not the right size. It’s too small.”
3. Genie says, “Take off the green dress. Let’s try a green shirt and a skirt.”
4. Anna says, “These clothes are formal: a suit jacket, a dress shirt and a tie! They look great!”

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

Writing

Give the writing assignment as an in-class activity or homework.

Write the topic on the board:

What do you like to wear when you go to a special event, such as a birthday party, a wedding, a sports game or something else? What do your family members or friends wear?

Students write one paragraph on the topic. If an in-class activity, after students have written their paragraphs, put them into small groups to share what they wrote about.

At the end, ask a few volunteers to share with the whole class.

Resources

Conversation

- Anna: Hi, there! In Washington, D.C. people do many things in the evening. They go listen to music. They eat at a restaurant. They go to the theater.
- Anna: Tonight I am going to the theater with my friends. But I don't know what clothes to wear. Maybe this magazine can help.
- Anna: Her clothes are beautiful! I really want a friend like her to help me.
- Anna: Who are you?
- Genie: I am Genie! You want help. I am here to help you find the right clothes!
- Anna: Awesome! How about jeans and a t-shirt?
- Genie: No! Jeans and a t-shirt are too casual. How about something more formal?
- Anna: Sure! Wow! Genie, this dress is beautiful. But it's not the right size. It's too small.
- Genie: Yes, it is too small. But green looks great on you.
- Anna: Thanks.
- Genie: Take off the green dress. Let's try a green shirt and a skirt.
- Anna: Oh, Genie! This green shirt is too large and this orange skirt is too orange.
- Genie: Yes, the right size for you is medium. Let's try again.
- Anna: Oh, I don't like this outfit.
- Genie: No. That does not match.
- Anna: Nothing. These clothes are formal: a suit jacket, a dress shirt and a tie! They look great!
- Genie: Those clothes look great ... for a man! Something is wrong.
- Anna: Let me see.
- Anna: There. Now try.
- Genie: Oh. Thanks! Now these clothes look great on you!
- Anna: They do! Um, Genie, can you put on a gold belt?
- Genie: Sure!
- Genie: That looks great.
- Anna: Can you put on a jacket?
- Genie: Why not?
- Anna: I love the jacket! How about a hat?
- Genie: Why not?
- Genie: Mm, take off the hat. That's better.
- Anna: Genie, these clothes look and feel great! Let's go to the theater!
- Genie: Sorry, Anna. I have to help other friends. Go to the magazine if you want me to help again.
- Anna: Thanks, Genie. Sure thing. Goodbye!
- Genie: Goodbye!
- Anna: There are many places in DC to go for a great evening out! And it's nice to have a friend to help me look my best. Until next time! Bye!

Key Words

casual - *adj.* designed for or permitting ordinary dress, behavior or something else

clothes - *n.* the things that people wear to cover their bodies and that are usually made from cloth

formal - *adj.* requiring or using serious and proper clothes and manners

large - *adj.* great in size or amount

magazine - *n.* a type of thin book with a paper cover that contains stories, essays, pictures, etc.

man - *n.* an adult male human being

match - *v.* to be suited to (someone or something); to go well with (someone or something)

medium - *n.* something that is sold in a medium size; something that is the middle size when compared with things that are larger and smaller

music - *n.* sounds that are sung by voices or played on musical instruments

nothing - *pron.* not anything; not a thing

outfit - *n.* a set of clothes that are worn together

put on - *phrasal verb* to dress yourself in (clothing)

restaurant - *n.* a place where you can buy and eat a meal

size - *n.* one of a series of standard measurements in which clothing, shoes, etc., are made

take off - *phrasal verb* to remove (something)

theater - *n.* a building where plays, shows, etc., are performed on a stage

too - *adv.* usually used at the end of a sentence or clause; in addition; also

wear - *v.* to use or have (something) as clothing; to have (a shirt, pants, etc.) over part of your body

Quiz - Level 1, Lesson 14 - How About This?

Listen. Circle the letter of the correct answer.

1. Which clothes are too casual?

- a. A hat and skirt are too casual.
- b. Jeans and a mini-skirt are too casual.
- c. A t-shirt and jeans are too casual.

3. What does Genie want Anna to try?

- a. Genie wants Anna to try a green shirt and a skirt.
- b. Genie wants Anna to try a green dress and a shirt.
- c. Genie wants Anna to try a green hat and a red dress.

2. What does Anna say about the dress?

- a. Anna says that the dress is not beautiful.
- b. Anna says that the dress is too small.
- c. Anna says that the dress is the right size.

4. What does Anna put on?

- a. Anna puts on a jacket and a t-shirt.
- b. Anna puts on a skirt and a t-shirt.
- c. Anna puts on a tie and a dress shirt.
- d. Anna puts on shorts and a shirt.

STEP 1

Fill in the blanks to complete the names of the clothing below.



p _ a _ n _ t _ s ¹



_ _ _ t ²



j _ _ k ³



_ _ o _ c _ k ⁴



_ _ r _ _ s ⁵



_ _ s _ h ⁶



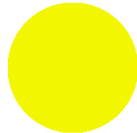
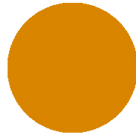
s _ h _ _ _ ⁷



s _ _ _ _ t ⁸

STEP 2

Draw lines to match the name of the color with the correct color.



orange

red

purple

blue

yellow

green

STEP 3

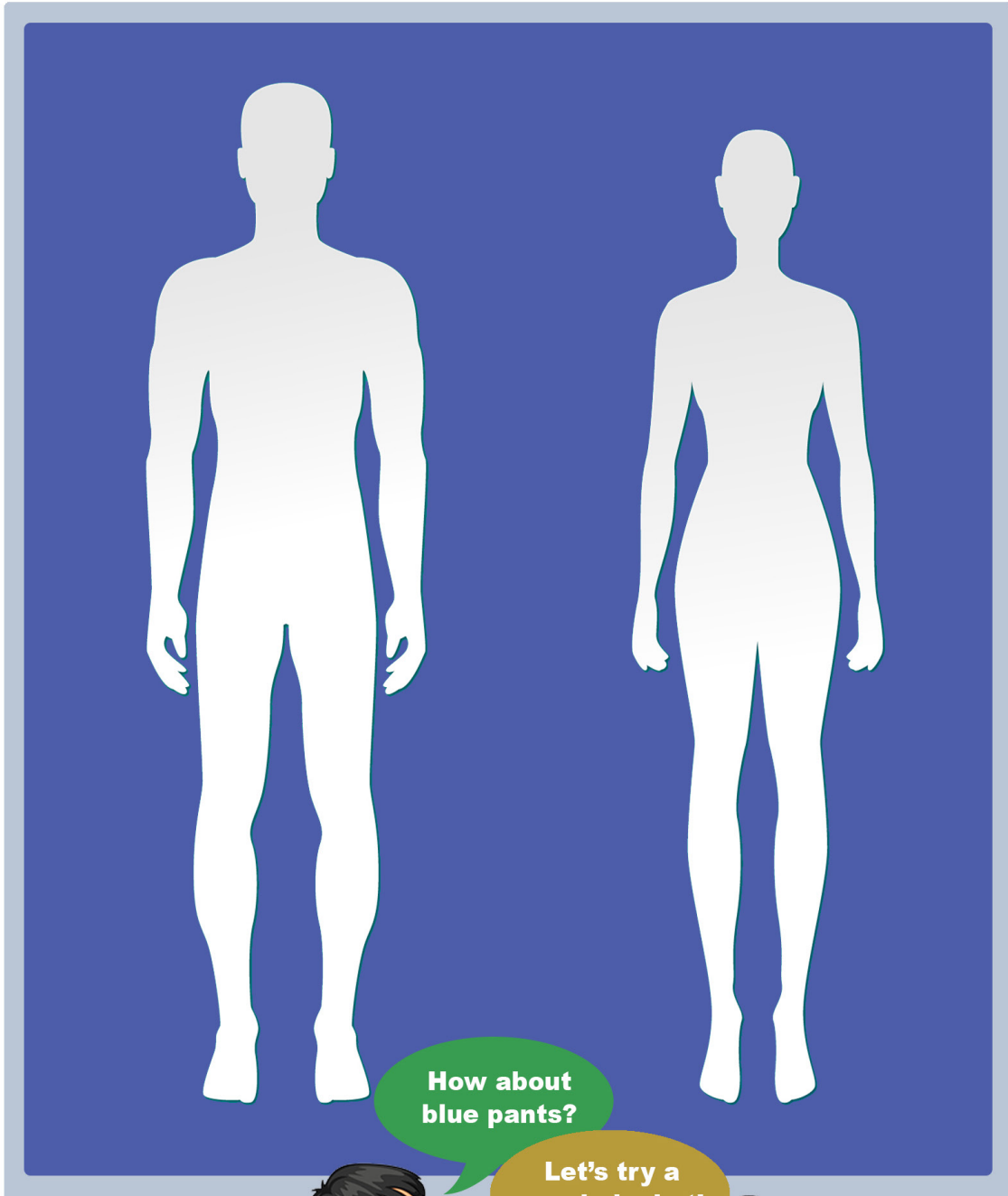
Look at what these people are wearing. Write the name and color of four more pieces of clothing on the people. Then draw lines to those pieces of clothing.

red socks



STEP 4

Now work with a partner. Talk with your partner about the clothing you want to draw on the blank picture of the person below. Then draw the clothing on the person.



How about
blue pants?

Let's try a
purple jacket!





LEVEL 1
LESSON 15
I LOVE PEOPLE-
WATCHING

Topics

Describing differences and similarities
Watching people

Prepare Before Class

Thesaurus and dictionary
One clear photo of a famous person of your choice

Learning Strategy

Find Out

Goals

Grammar: Descriptive adjectives; tag questions

Pronunciation: Rising and falling intonation in tag questions

Speaking: Non-verbal expressions of happiness

Day 1

Introduce the Lesson Topic

Say to students, “Today we will learn to describe people. What do I look like?”

Point to your hair and give an example: “My hair is... (curly, straight, black, blond, dark, light or something else).”

Say “And am I tall or short? I am....(tall or short).”

Ask students, “Where or when do you need to describe a person?” Some answers may include, talking about a friend, looking for someone, or writing to a friend.

Continue, “There are many times when we need to describe people. Let’s find out how to do that today. We will learn how to look for new words to describe a person.”

Teach Key Words

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

After the key words, the Speaking Practice video teaches how to show happiness without words. The word students will learn is “Ahh.”

Speaking Practice Script – Lesson 15

1. Showing Happiness Without Words:

In English, speakers make sounds that express feelings or ideas.

In the video, you hear Ashley and Anna make sounds that show they are happy:

Ashley: Yes, it is. Ahh. Ooh, we have to return to work!

2. Ms. Weaver: Let’s sit!

Anna: Sure!

Ms. Weaver: It’s a beautiful day, isn’t it?

Anna: Until next time. Ahh.

Now, you try it:

English is easy now. Ahh.

(students repeat)

Day 2

Learning Strategy

Ask students, “What do you do when you don’t know a word in English?” Possible answers may include, “I ask my classmate,” “I ask my (family member),” “I ask the teacher” or “I find the word in a dictionary.”

Explain to students, “It’s good to learn how to find out more about English for yourself. The strategy Find Out means to ask for or find information to help you use and learn English. When we are describing the people today, we will use the Find Out strategy to help us learn new words. Let’s try it.”

Ask students to make groups of four. Hand out copies of the Activity Sheet. Give a thesaurus to one person in each group. Give a bilingual dictionary to another person in each group. Make sure every student has paper and a writing tool to take notes. Tell students, “Look at the Activity Sheet. Match the words with the images of the people. When you finish, check your answers with a classmate.”

Say, "Let's imagine we are watching people today!" Hand out the image you have printed or cut from a magazine. Tell students, "To describe these people, I want you to use words that are NOT on the Activity Sheet."

Show students how to describe someone by using this picture of famous singer Beyoncé:



Say, "Beyoncé has long, wavy hair, painted eyes and shiny clothes."

Say, "Now, you try it. Find four or five new words (not on the Activity Sheet) that you can use to describe the person in the picture. Use your thesaurus or dictionary to help." Here are two online resources:

Thesaurus Dictionary: <https://www.thesaurus.com>

Learners' Dictionary: <http://learnersdictionary.com>

Present the Conversation

Tell students that the video will show Anna sitting in a park with friends. Play the main video or ask a few students to read the conversation.

Main Video Script – Lesson 15

1. Listen:

The weather is beautiful, isn't it?

Now, you try it:

The weather is beautiful, ____? (isn't it)

3. Listen:

What does she look like?

Now, you try it:

What does she ____ ____? (look like)

2. Listen:

Yes, it is.

Now, you try it:

Yes, ____ _____. (it is)

4. Listen:

She is short. She has straight hair.

Now, you try it:

She is _____. She has ____ hair. (short, straight)

Tag Question Practice

The Pronunciation Practice video teaches about tag questions. Before playing it, explain that tag questions are the short questions we add to the end of a sentence. Tag questions are often used for checking information that we think is true.

Pronunciation Practice Script – Lesson 15

1. English speakers sometimes add a short question to the end of a statement. These are called “tag” questions.

After positive statements, we use a negative tag:

Anna: Ashley, today the weather is beautiful, isn't it?

After negative statements, we use a positive tag:

It's not raining, is it?
(Rising intonation)

English speakers have two ways to say tag questions.

One way is to make your voice go up. This happens when the speaker is asking a question and wants the other person to answer.

Notice how Anna's voice goes up when she says the tag question:

Anna: Ashley, today the weather is beautiful, isn't it? (rising intonation)

2. The other way to say a tag question is to keep the voice level or go down. This happens when the speaker is sure of what she is saying.

Ms. Weaver: It's a beautiful day, isn't it?

Now, you try it:

You are studying English, aren't you?
You are studying English, ___ ___? (aren't you?)

Answer a tag question with a short “yes” or “no” answer:

Ashley: Yes, it is.

Listen:
You are studying English, aren't you?

Speak:
Yes, ___ ___. (I am)

Say, “Now we will practice tag questions some more.”

Write this example on the board:

You are studying English, aren't you?

Tell students that, in the tag question, you take the first part of the statement (“You are”) and put it at the end, then you change the position (“are you”). If the statement is positive, change the tag to negative (“aren’t you?”).

Put students into groups of four.

Write these examples on the board:

You aren’t from (city name), ___?

You like (food name) a lot, ___?”

We are studying English, ___?

The weather is (bad or good) today, ___?

“The baby is very pretty, _____he/she?

Tell students to work together to come up with the answers. Ask one student from each group to write the answers on the board. Check answers together as a class.

If there is time, ask each group to make one tag question and then ask one volunteer from each group to read it aloud.

Day 4

Quiz

This quiz does not have audio prompts. You can play the main video again so students can remember the conversation. Or, ask a few students to read the conversation aloud.

Give each student a paper copy of the quiz and ask them to choose the correct answer.

For teacher reference, here are the answers:

1. Anna says, “Ashley, today the weather is beautiful, isn’t it?”
2. Ms. Weaver does not have dark, curly hair. She has straight, light hair.
3. Keyana says, “It is. For example, Anna, you are tall. But Ashley and I are short.”
4. Anna says, “Ashley, you have straight hair. Keyana and I have curly hair.”

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

Writing

Discuss the vocabulary that may be used for the topic, such as: *blue, brown, curly, dark, light, glasses, hair, long, short, skin, straight, and tall.*

Ask students to choose a classmate to describe but don't tell anyone whom they chose.

Write the writing topic on the board:

What does your classmate look like?

Tell students, "Write a few sentences. Be sure to use three or four descriptive words."

Afterward, ask students to exchange papers with another student and guess which classmate they described.

Conversation

- Anna: Hello! People from all over the world come to Washington, D.C. When I'm at work, I love eating lunch outside. I like to watch people walking by. They all look very different. Today, my friend Ashley is eating lunch with me.
- Anna: Ashley, today the weather is beautiful, isn't it?
- Ashley: Yes, it is. Ahh. Ooh, we have to return to work!
- Anna: No, we have time! Let's people-watch a little more.
- Ashley: Okay.
- Anna: Oh, I know her. She works in my office! Keyana, hi! Come and join us!
- Keyana: Hi Anna, how are you?
- Anna: I'm doing great! Keyana, this is my friend Ashley.
- Keyana: Hi, Ashley!
- Anna: We need to return to work. But the weather is beautiful and people-watching is fun!
- Keyana: I love people-watching too!
- Anna: Well, have a seat! It is fun to see how people are different or the same.
- Keyana: It is. For example, Anna, you are tall. But Ashley and I are short.
- Anna: And Keyana, you and Ashley have brown eyes; I have blue eyes.
- Keyana: You two have light skin and I have dark skin.
- Anna: Ashley, you have straight hair. Keyana and I have curly hair.
- Ashley: You have very curly hair, Anna.
- Keyana: I need to return to work. See you, Anna! Nice to meet you Ashley!
- Ashley: Bye, Keyana!
- Ashley: Anna, I have to go, too. Are you returning to work?
- Anna: I still have time. And this sun feels so good!
- Ashley: Um, Anna, what does your boss look like?
- Anna: She is short. She has straight, light hair.
- Ashley: Does she wear glasses?
- Anna: Yes. Yes, she does.
- Ashley: Is she wearing a blue sweater today?
- Anna: How do you know that?
- Ashley: She's coming this way.
- Anna: Oh no! Hide me!
- Ashley: Um, bye, Anna. Call me later.
- Anna: Bye, Ashley! Talk to you later!
- Caty: Anna? Is that you?
- Anna: Ms. Weaver! Hi!
- Caty: What are you doing behind that bench?
- Anna: I am looking for my, my ... stick. Here it is.

Anna: I am people-watching. Oh! But it's time to return to work!
Caty: No need to hurry. I love people-watching too! Let's sit!
Anna: Sure! Ahh.
Caty: It's a beautiful day, isn't it?
Anna: Yes. Yes, it is, Ms. Weaver.
Anna: People-watching in D.C. is fun. It makes me forget the time!
Anna: Until next time! Ahh.

Key Words

bench - *n.* a long and usually hard seat for two or more people

blue - *adj.* having the color of the clear sky

brown - *adj.* having a color like coffee or chocolate

curly - *adj.* formed into a round shape

dark - *adj.* of a person's hair, eyes, skin, etc.: black or brown in color

eyes - *n.* the part of the body that you see with

forget - *n.* to be unable to think of or remember (something)

glasses - *n.* a pair of glass or plastic lenses set into a frame and worn over the eyes to help a person see

hair - *n.* a thin threadlike growth from the skin of a person or animal

hide - *v.* to put (something) in a place where it cannot be seen or found

join - *v.* to come together with (something or someone)

light - *adj.* not dark or deep in color; pale

like - *prep.* similar to

look like - to have an appearance that is very similar to (someone or something)

people-watch - *v.* to spend time idly observing people in a public place.

seat - *n.* something (such as a chair) that you sit on; a place for sitting

have a seat - a polite invitation to sit down.

short - *adj.* having little height; not tall

skin - *n.* the natural outer layer of tissue that covers the body of a person or animal

stick - *n.* a cut or broken branch or twig

straight - *adj.* not having curves, bends, or angles

tall - *adj.* greater in height than the average person

Quiz - Level 1, Lesson 15 - I Love People Watching!

Circle the letter of the correct answer.

1. Choose the correct tag question:
“The weather is beautiful, _____?”

- a. isn't it?
- b. is it?
- c. it isn't?
- d. it is?

3. What does Anna look like?

- a. Anna is short.
- b. Anna has straight hair.
- c. Anna has dark skin.
- d. Anna is tall.

2. Which of these describes Ms. Weaver?

- a. She has dark, curly hair.
- b. She is wearing a blue sweater.
- c. She is wearing glasses.

4. How are Anna and Keyana different than Ashley?

- a. Ashley has curly hair, but Anna and Keyana have straight hair.
- b. Anna and Keyana have dark skin, but Ashley has light skin.
- c. Anna and Keyana have curly hair, but Ashley has straight hair.
- a. Ashley is tall, but Anna and Keyana are short.

STEP 1

Match the picture with the correct features. Draw lines from the pictures to the matching features.

young



short

short hair



straight hair

curly hair



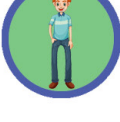
old

no hair



long hair

tall



glasses

STEP 2

Now pretend you are writing about your best friend in an email. Describe how your friend looks using the features above.

To: learningenglish@voanews.com
 Subject: What does your best friend look like?

Dear VOA,
 My best friend's name is _____ . _____ has

SEND

STEP 3

Now turn your paper over. Listen to your partner read what they wrote. Draw a picture of their best friend on the back of this paper.

She has long hair and she is...



What does your best friend look like?



LEVEL 1
LESSON 16
WHERE ARE YOU FROM?

Topics Countries and nationalities Tourism activities	Prepare Before Class Handout with flags and names of countries
Learning Strategy Monitor	Goals Grammar: Nationality and language names used as nouns and adjectives Pronunciation: Saying 'a couple of' quickly Speaking: Talking about countries, languages and nationalities

Day 1

Introduce the Lesson Topic

Say, "Today we will learn about countries and languages."

Ask students, "Do you like to travel?" Say, "What do you like to do when you travel?"

(Students in some situations may not have been able to travel. For these students, ask them if they would like to travel in the future and what they would like to do in those places.)

Write their answers on the board. Possible answers may include: see the local culture, talk to new people, try new foods, visit museums, see memorials and monuments and go to parks.

Say, "When you travel, do people ask you about your home country? What do you say about your nationality, or where you are from?" As students answer, write the names of countries and nationalities they talk about on the board.

Continue, "When we travel, we often talk about countries, nationalities and languages. Let's

learn how to do that in English today. We will also learn how to use the strategy Monitor when we talk about these things.”

Teach Key Words

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

After the key words, the video teaches how to talk about where you are from.

Speaking Practice Script – Lesson 16

1. There are two ways to answer the question, “Where are you from?”

One is to say, “I am from ___ (student’s country).”

The other is to say your nationality: “I’m ___ (student’s nationality).”

2. Listen to Mehrnoush answer Anna’s question:

Anna: What is your name and where are you from?

Mehnoush: My name is Mehrnoush. I’m from Iran. I’m Iranian.

Now, you try it.

What is your name and where are you from?

My name is _____ (student’s name) and I’m from ___ (student’s country).

I’m ___ (student’s nationality).

Present the Conversation

Tell students the video will show Anna talking to tourists in Washington, D.C. She learns where they are from and the languages they speak.

Play the video or ask a few students to read the conversation. Tell students to respond when there are pauses in the video.

Main Video Script – Lesson 16

1. Listen:

What country are you from?

Speak:

What country ___ ___ from? (are you)

3. Listen:

What languages do you speak?

Speak:

What _____ you speak? (languages do you)

2. Listen

I’m from Bangladesh

Speak:

I’m from _____. (Bangladesh or use name of student’s country)

4. Listen:

I speak Chinese and English.

Speak:

I speak ___ and _____. (Chinese, English)

Activity 1

Tell students, “Now, we are going to practice this some more.” There are two Activity Sheets for this lesson. Give students copies of the one with the map at the top.

Tell students, “Look at the Activity Sheet. Work with a partner to fill in the names of the countries in the spaces on the sheet.”

Say, “Then walk around and ask three classmates where they are from (or where they would like to visit, if all are from the same country). Then ask what they like about the country. Remember the polite way that Anna begins. ‘Excuse me, do you have time for an interview?’ or, ‘Excuse me, do you have time for a couple of questions?’”

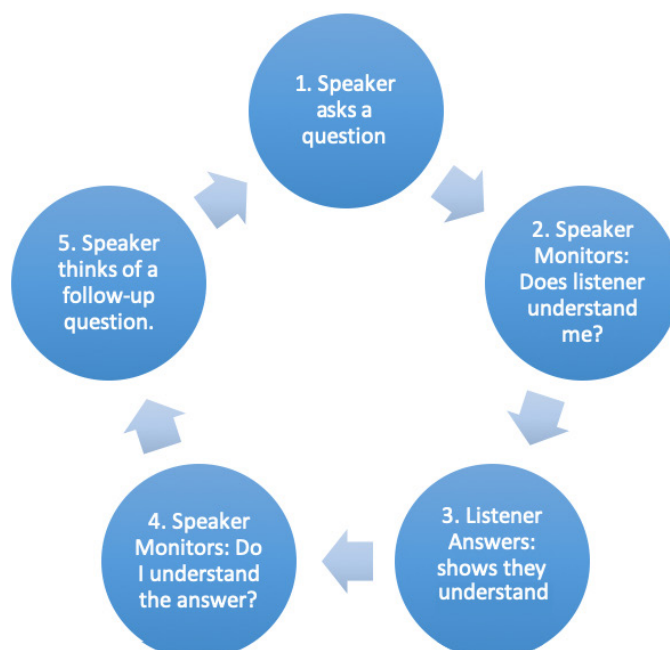
Ask several students to share one thing they learned about their three classmates.

Learning Strategy

Tell students that they will learn how to listen closely to other people.

Give an example. Ask, “What happens when Anna asks a question?” Give students time to answer. Possible answers may include: people stop to talk with her and the person answers the question.

Tell students that often Anna asks a second question. “She has to listen to the answer to her first question before she asks the next question. What do you think happens in her mind?” Encourage students to think through the process. Draw or show the following picture on the board:



Point to each step as you explain to students. Say, “This is what happens in your mind when you ask a question. You watch other people to see if they understand. If they do, they answer the question. Do you understand their answer? What can you ask next?”

Activity 2

Give students the Activity Sheet with flags and names of countries. Have students stand in two rows.

Tell students on the left: “You will start the conversation. Remember to monitor what you are hearing. Do you understand? To make sure, you will write the answer on your paper.”

Tell students on the right: “Imagine you are from one of these countries. Use the flags or names on your paper to choose a country. Remember to monitor what you are saying. Are you speaking clearly? You can check by looking at your partner’s paper. Did they write down your answer correctly?”

Have pairs of students show how to carry on the conversation:

Student A: Excuse me, do you have time for a couple of questions?

Student B: Yes.

Student A: What is your name and where are you from?

Student B: My name is _____. I am from _____.

Student A: What languages do you speak?

Student B: I speak _____ and _____.

Student A writes answer on sheet.

Remind students to check the answer written on the partner’s paper. Say, “You can monitor like this anytime you are speaking English or listening to English.”

Have the first student on the left move to the back of the line. The other students should shift down and continue asking the questions to the next student. This will give every student a new partner for practice.

After three rounds of such shifts, have the students on the right ask the questions for three rounds. Students may change the country they imagine they are from.

Pronunciation Practice

The Pronunciation Practice video teaches the common pronunciation of the words “a couple of.”

Pronunciation Practice Video Script – Lesson 16

1. When English speakers use the words “a couple of” to talk about two things, they often say “of” quickly. It sounds like “a couple-a.”

Listen to Anna Ask a tourist to answer a “couple of” questions:

Anna: Oh! Excuse me. I’m Anna Matteo from The News. Do you have time for a couple of questions?

2. Now, you try it. You are buying coffee for a friend. Ask for a couple of coffees at the coffee shop.

Can I have a couple-a coffees?

Can I have a _____ coffees? (couple-a)

Tell students they are going to practice saying “a couple-a” some more.

Ask them to look around the room for things that there are two or more of. Ask them to name those things. Possibilities include: books, papers, tables, chairs, boards, teachers, students, girls, boys, cups, shoes, legs, arms, hands and more.

Ask students to think about things outside the classroom that come in pairs. Possible answers include: relatives, friends, foods, objects, and games and things such as plants, animals and clouds.

Ask students to work in pairs to make questions or statements with “a couple of.” There may be more than two of something, but they can point to the two.

Give them a few examples first. Then write the sentences on the board:

There are a couple of books on the table.

Do you have a couple of (dollars)?

Then, ask several volunteers to share their examples with the class.

Quiz

This quiz does not have audio prompts. You can play the main video again so students can remember the conversation. Or, ask a few students to read the conversation aloud.

Give each student a paper copy of the quiz and ask them to choose the correct answer.

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

Writing

Discuss the key words that may be used for the topic in class. Write some of them on the board for students to use in their written work.

Write the writing topic on the board. Tell students to write their answers in complete sentences.

Where are you from?

What languages do you speak?

What do you like to do when you travel?

Or, use the questions below for students who cannot or have not traveled:

Where do you want to travel to?

What do you want to do in that place or those places?

Give students time to write.

If an in-class activity, ask a few students to share their writing with the class.

Conversation

- Anna: Hello! Washington, D.C. has many tourists! People from different countries come here. Today, my job is to interview tourists. I have to learn why they come here. This is very exciting! Excuse me. I'm Anna Matteo from The News. Do you have time for an interview?
- Sabrina: Sure, I have time.
- Anna: What is your name?
- Sabrina: My name is Sabrina.
- Anna: What country are you from?
- Sabrina: I'm from Bangladesh.
- Anna: So, you are Bangladeshi.
- Sabrina: That's right! My nationality is Bangladeshi.
- Anna: Do you like Washington, D.C.?
- Sabrina: Yes! The city is very beautiful!
- Anna: What do you like to do in Washington D.C.?
- Sabrina: I like history. So, I like walking around and looking at all the monuments and memorials. They make history come alive!
- Anna: Washington has many monuments and memorials. The Washington Monument is behind us! Which is your favorite?
- Sabrina: I really like Lincoln Memorial. It is very beautiful. And it feels like Abraham Lincoln is still alive.
- Anna: Awesome. Thank you for your time, Sabrina!
- Sabrina: You're welcome.
- Anna: Let's find another tourist.
- Anna: Oh! Excuse me. I am Anna Matteo from The News. Do you have time for a couple of questions?
- Louis: Sure!
- Anna: Are you from Washington, D.C.?
- Louis: No, I'm not.
- Anna: What is your name and where are you from?
- Louis: My name is Louis. And I'm from China.
- Anna: What languages do you speak?
- Louis: I speak Chinese and English.
- Anna: What do you like about Washington DC?
- Louis: I like the museums. I really like the art museums.
- Anna: Many of the museums are free.
- Louis: I like that too!
- Anna: Awesome! Thanks for your time, Louis.

Louis: You're very welcome. Bye!

Anna: Now, let's find another tourist!

Anna: Hello! I am Anna Matteo from The News. Do you have time to answer a couple of questions?

Mehrnoush: Sure!

Anna: What is your name and where're you from?

Mehrnoush: My name is Mehrnoush. I am from Iran. I'm Iranian.

Anna: What language do they speak in Iran? Is it Persian?

Mehrnoush: They speak Farsi.

Anna: What do you like to do in Washington DC?

Mehrnoush: Well, I like learning about government and politics.

Anna: Washington has many politicians!

Mehrnoush: It does! I want to see the U.S. Capitol.

Anna: Look, you are very near.

Mehrnoush: I am!

Anna: Have fun!

Mehrnoush: Thanks!

Anna: There you have it. Tourists from all over the world come to Washington, D.C. They all like doing and seeing different things in the city. This is Anna Matteo reporting for The News. Until next time!

Anna: Is that okay? Awesome! Now, I want to do my favorite thing in the city ... ride the carousel!

Key Words

Abraham Lincoln – *n.* the 16th President of the United States

alive – *adj.* living; not dead

art – *n.* something that is created with imagination and skill and that is beautiful or that expresses important ideas or feelings

carousel – *n.* a machine or device with a moving belt or part that carries things around in a circle

country – *n.* an area of land that is controlled by its own government

couple – *n.* two (things) or a few (things)

favorite – *n.* a person or a thing that is liked more than others

free – *adj.* not costing any money

government – *n.* the group of people who control and make decisions for a country, state, etc.

history – *n.* the study of past events

memorial – *n.* something (such as a monument or ceremony) that honors a person who has died or serves as a reminder of an event in which many people died

monument – *n.* a building, statue, etc., that honors a person or event

museum – *n.* a building in which interesting and valuable things (such as paintings and sculptures or scientific or historical objects) are collected and shown to the public

nationality – *n.* the fact or status of being a member or citizen of a particular nation

question – *n.* a sentence, phrase, or word that asks for information or is used to test someone's knowledge

politics – *n.* activities that relate to influencing the actions and policies of a government or getting and keeping power in a government

ride – *v.* to sit on and control the movements of (a horse, motorcycle, bicycle, etc.)

tourist – *n.* a person who travels to a place for pleasure

U.S. Capitol – *n.* the building in which the U.S. Congress meets in Washington, D.C.

Countries / Nationalities / Languages

Bangladesh – *n.* a country in Asia

Bangladeshi – *n.* a native or inhabitant of Bangladesh. *adj.* of, relating to, or characteristic of Bangladesh or its people.

China - *n.* People's Republic of, a country in East Asia.

Chinese - *n.* the standard language of China, based on the speech of Beijing; Mandarin; a native or descendant of a native of China

Chinese - *adj.* of or relating to China, its inhabitants, or one of their languages

Iran - *n.* a republic in the Middle East.

Iranian - *adj.* of or relating to Iran, its inhabitants, or their language; of or relating to the Iranian languages.

Iranian - *n.* a subbranch of the Indo-European family of languages, an inhabitant of Iran; Persian.

Farsi - *n.* the modern language spoken in Iran and western Afghanistan, written in the Arabic alphabet; modern Persian.

Persian – *adj.* of or relating to ancient and recent Persia (now Iran), its people, or their language.

Persian – *n.* a member of the native peoples of Iran; the principal language of Iran and western Afghanistan, in its historical and modern forms.

Quiz - Level 1, Lesson 16 - Where Are You From?

Listen. Circle the letter of the correct answer.

1. Anna wants to know about Louis's country. Pick the right question:

- a. What is your country?
- b. Where is your family?
- c. Where are you from?
- d. What is your name?

3. How does Anna politely ask Sabrina to talk with her?

- a. Excuse me for asking you a question.
- b. Thank you for answering my questions.
- c. Excuse me. Do you have time for an interview?
- d. You are welcome to interview me.

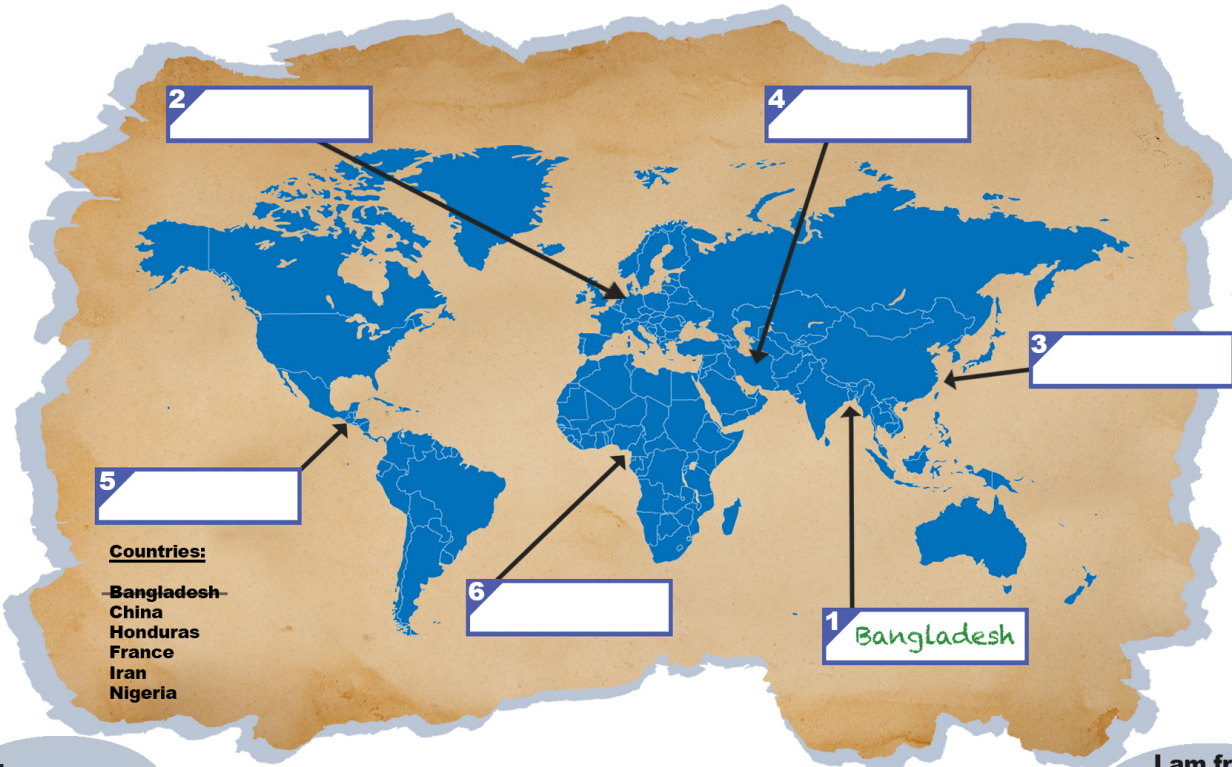
2. Anna wants to know about Sabrina's interests. What does she ask?

- a. What are you doing today?
- b. What do you like to do?
- c. Where are you from?
- d. What language do you speak?

4. What does Mehrnoush like to do in Washington, DC?

- a. Mehrnoush wants to go into government.
- b. She wants to be a politician.
- c. Mehrnoush is looking for the Lincoln Memorial.
- d. She likes to learn about politics and government.

First, write the name of the countries in the correct spaces on the map below. Next write the nationality of the people who live in those countries next to their flag. Then ask three friends where they are from and what they like about their countries.



Countries:

- Bangladesh
- China
- Honduras
- France
- Iran
- Nigeria

Where are you from?

What do you like about France?



Bangladeshi



Iranian



Chinese

Hindu

Indian

French



I am from France.

I like the city of Paris.



Write the answers from your friends here.

Name	Nationality	What they like about their country
Jean	French	He likes the city of Paris.

Have students form two lines.
One student pretends to be from a country. The other
asks the questions and writes the languages.

Where are you from?



Bangladesh



Italy



China



Honduras



Nigeria



France



Vietnam



Mexico



United States



Cambodia

What languages do you speak?



LEVEL 1
LESSON 17
ARE YOU FREE
ON FRIDAY?

Topics Talking about schedules and leisure time activities	Prepare Before Class Student names on pieces of paper Two-page class schedule sheet
Learning Strategy Evaluate	Goals Grammar: Simple Future tense with 'will' and 'going to' Pronunciation: Shortened forms of future verbs and invitations Speaking: Future verb forms

Day 1

Introduce the Lesson Topic

Tell students, "Today, we will talk about schedules and doing activities with friends."

Ask students, "What are some things you like to do with your friends?" Write their answers on the board.

Ask, "Is it easy or difficult to find time to be with your friends? Why?" Tell students to share their answers with their neighbor.

Tell students, "In this lesson, Anna wants to see a movie with a friend. But they are both very busy. Will they find a time to get together? We will find out, but first let's learn some new words."

Teach Key Words

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

After the key words, the Speaking Practice video teaches two ways of saying what will happen in the future.

Speaking Practice Script – Lesson 17

English has two ways to show something is happening at a future time.

1. To form the simple future, use “will” and then the simple form of the verb. Listen to Anna talking about her schedule:

Anna: This Wednesday night, I will be busy.

In everyday conversation, “will” often gets shortened, which can be difficult for English learners to hear:

Marsha: I’ll do my errands on Sunday.

You can use “will” to express a desire to do something.

2. The second form of the simple future is BE + going to.

Use “be going to” when you already have a plan to do something.

Marsha tells about her plan:

Marsha: I’m going to jog in the park with my friend.

Now, you try it.

What are you going to do this weekend?

I’m going to _____. (student choice)

Present the Conversation

Tell students the video will show Anna and her friend Marsha trying to make plans to see a movie.

Play the main video. Tell students to respond when there are pauses in the video.

Main Video Script – Lesson 17

1. Listen:

Are you busy this Thursday?

Speak:

Are ___ ___ this Thursday? (you busy)

3. Listen:

Do you jog?

Speak:

___ ___ jog? (Do you)

2. Listen

Yes, I am going to tap dance Thursday night.

Speak:

Yes, I ___ ___ to tap dance Thursday night.
(am going)

4. Listen:

I will try it.

Speak:

I ___ try it. (will)

Talking About the Future

Tell students, “Now, we are going to practice ‘will’ and ‘be going to’ some more.”

Ask two students to come to the front of the class. Ask one student about the class after this one. “What class do you have at [2:00]?” Tell the student to answer with “will,” as in “I will have Math class.”

Turn to the other student and say: “Now ask [the other student] about after school. Use “going to.” The student should ask, “What are you going to do after school today?” Thank the two students and ask them to sit down.

Write on the board:

FUTURE FORMS

Use **WILL** to say what you want to do.

Use **BE GOING TO** to say what you plan to do.

Tell the class, “Find a partner. Move your chairs so they are back-to-back.” If your classroom’s chairs do not move, tell students to stand in two lines, so that they are back-to-back and looking away from each other.

Separate the Class Schedule Activity Sheets. Give the “A” schedule to one partner, and the “B” schedule to the other partner.

Say, “Here is a student schedule. Your partner will have a different schedule. Do not show your partner your schedule. Ask questions like the ones you see on the sheet. Listen carefully to your partner’s answers. Write what you hear.”

When all students have completed the activity, ask them to return to their seats. Ask the students to check their Class Schedule sheets, comparing with those of their partners.

Day 2

Learning Strategy

Tell students, “In today’s lesson, you will think about how well you are learning, remembering and practicing English.”

Say, “We think after doing many things. For example, in the video for this lesson, Anna and Marsha talk about jogging. Anna thinks about her plan to jog and says, ‘I will try because it is good for you.’ Then, Marsha thinks about her feelings after jogging. ‘I always feel great after I jog.’ Taking time to stop and think can help you learn English.”

Say, “In this lesson, we practice stopping and thinking about our learning.”

Give each student a copy of the days-of-week Activity Sheet. Tell them to work on Part 1. Tell them to check the boxes and write the activities on their calendar. Then ask students to complete Part 2.

After the activity, say, “Now is your chance to think about your learning. How well did you do in the activity? What can you do better the next time? Did you say the days of the week clearly so your partner could understand?” Take several responses from students.

Day 3

Pronunciation Practice

The Pronunciation Practice video teaches how to pronounce shortened future forms. On the next page, you will find the script for the video.

Pronunciation Practice Video Script – Lesson 17

1. Gonna

In casual conversation, most Americans will change “going to” to “gonna.”

Listen to Anna say, “Okay, but the new Star Wars movie’s gonna start in 30 minutes.”

We’ll

When English speakers say, “we will,” they often shorten it to “we’ll.” Listen to Anna say, “Marsha, it looks like we’ll never have time to see a movie.”

2. Wanna

Many Americans also change “want to” to “wanna.” Listen to Marsha asking Anna about seeing a movie:

Marsha: Busy as usual. Hey, do you wanna see a movie with me?

Now, you try it. Use “wanna” in a sentence.

I _____ learn English!

I wanna learn English!

Tell students they are going to practice “wanna” some more. Ask them to think about two or three things they want to do in the future.

Write an example on the board. Underline the words “want to” in the first sentence and “wanna” in the second sentence.

I want to learn how to drive a motor bike.

I wanna learn how to ride a motor bike.

Remind students that “want to” changes to “wanna” in fast speech. (Note that standard English only uses “wanna” with these words: I, you, we and they.)

Put students into groups using this method:

Put pieces of paper with students’ names on them in a hat or bowl. Pick three or four names from the hat to select the first group. Do the same for the rest of the groups.

Have the students share with their group the two or three things they want to do in the future.

Then have several students share their future wants with the class.

Quiz

This quiz does not have audio prompts. You can play the main video again so students can remember the conversation. Or, ask a few students to read the conversation aloud.

Give each student a paper copy of the quiz and ask them to choose the correct answer.

For teacher reference, here are the answers:

1. How are you?
2. Are you busy this Thursday?
3. Anna teaches the children to play ukulele.
4. They sometimes play board games.

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

Writing

Discuss the key words that may be used for the topic. Write some of them on the board for students to use in their written work. Write the writing topic on the board.

What are three things you plan to do this week?"

Say, "Think about this for a minute and write it down. Use the future verb form 'be going to.'" Make sure students understand the structure: be + going to + verb. Write a few examples on the board:

I am going to teach English every day.

I am going to call my parents on Friday.

I am going to visit the market on Saturday.

Give students time to write three sentences. Then, ask them to stand up with their papers. Tell students they can walk around the class and share their plans with classmates. Ask several students to share what they learned about other students. Students do not have to remember the day of the week.

(Examples: Ahmed is going to see his cousins; Saba is going to visit the library.)

Remind students that English speakers say the words "going to" as "gonna" in fast speech. But they are not required to do it for this activity.

Conversation

- Anna: This city is very interesting, I really like my job, and I have some good friends! Speaking of friends ... I see one now! Marsha! Hi!
- Marsha: Hi, Anna. What's going on?
- Anna: Not much. How about you?
- Marsha: Busy as usual. Hey, do you wanna see a movie with me?
- Anna: Sure! I never have time to see a movie. When?
- Marsha: Are you busy this Thursday at 6pm?
- Anna: Let's see I'm busy. I am going to tap dance with my friends Thursday night.
- Marsha: Tap dancing? That sounds fun!
- Anna: I'm still learning. But it is fun!
- Anna: Are you busy on Friday night?
- Marsha: Yes. Friday nights are when I visit my parents.
- Anna: What do you and your family do together?
- Marsha: We always eat dinner together and sometimes we play board games.
- Anna: Playing board games is fun, too! The word game Scrabble is my favorite.
- Marsha: I like Connect Four!
- Anna: I'm not busy Monday night. Are you?
- Marsha: I am busy on Monday night. I'm going to jog in the park with my friend. Do you jog?
- Anna: Oh! I always jog. Well, sometimes I jog. Okay, I never jog. But I will try because it is good for you.
- Marsha: I always feel great after I jog.
- Marsha: How about on Wednesday night?
- Anna: Wednesday night I am not busy. Oh, no, wait. This Wednesday night I will be busy.
- Marsha: What are you doing?
- Anna: I'm going to teach children how to play the ukulele.
- Anna: Now, children, play "C." Good. I like your "C."
- Marsha: The world does need more ukulele players.
- Anna: Marsha, it looks like we'll never have time to see a movie.
- Anna: Wait a minute. Are you busy now?
- Marsha: It's Saturday afternoon. This is always when I do my errands.
- Anna: Okay, but the new Star Wars movie is gonna start in 30 minutes.
- Marsha: I'll do my errands on Sunday. Let's go!
- Anna: Most days of the week, people are really busy. But it's important to find time to be with your friends!
- Anna: Until next time!

* *Connect Four is a two-player connection game using colored discs.*

Key Words

always - *adv.* at all times; on every occasion; in a way that does not change

board games - a game (such as chess) that is played by moving pieces on a special board

important - *adj.* having serious meaning or worth

jog - *v.* to run slowly especially for exercise

movie - *n.* a recording of moving images that tells a story and that people watch on a screen or television

night - *n.* the time of darkness between one day and the next

play - *v.* to do activities for fun or enjoyment

Scrabble - trademark. a board game in which players use lettered tiles to create words in a crossword fashion.

sing - *v.* to use your voice to make musical sounds in the form of a song or tune

sometimes - *adv.* at certain times; occasionally

Star Wars - *n.* an epic film series chronicling the rise, fall, and redemption of Anakin Skywalker

start - *v.* to do the first part of something : to begin doing something

tap dance - *n.* a kind of dance in which you wear special shoes with metal plates on the heels and toes and make tapping sounds with your feet

teaching - *v.* to cause or help (someone) to learn about a subject by giving lessons

ukulele - *n.* a musical instrument that is like a small guitar with four strings

week - *n.* a period of seven days - in the U.S., a week is usually considered to start on Sunday and end on Saturday, while in the U.K. a week is usually considered to start on Monday and end on Sunday.

will - modal verb. used to say that something is expected to happen in the future

Days of the Week:

In the U.S., the week starts on Sunday and ends on Saturday.

Sunday / Monday / Tuesday / Wednesday / Thursday / Friday / Saturday

Quiz - Level 1, Lesson 17 - Are You Free on Friday?

Circle the letter of the correct answer.

1. Marsha asks Anna, "What's going on?" What is another way to ask this question?

- a. What do you do?
- b. How are you?
- c. Where are you going?
- d. Please say it again.

3. What does Anna do with children on Wednesday night?

- a. Anna teaches the children to play ukulele.
- b. The children teach Anna about ukulele.
- c. She studies ukulele.
- d. She plays ukulele for money.

2. What question is Anna answering in the photo? (Her answer is, "I'm busy.")









- a. What time are you free?
- b. What game do you like?
- c. What do you do on Friday?
- d. Are you busy this Thursday?

4. What does Marsha sometimes do with her parents on Friday nights?

- a. They sometimes make dinner.
- b. Marsha and her parents always go to a movie.
- c. They sometimes play board games.
- d. Marsha and her parents always play ukulele music.

STEP 1

Imagine that you do the activities below.
Decide which ones you do often.
Check "Yes" box if you do it often
and the "No" box if you do not do it often.
Then write when you usually do those activities
on the calendar below.

YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	Do you...? jog			Do you...? play music	NO <input type="checkbox"/>	YES <input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	play board games			take dance lessons	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	make dinner			go to the movies	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	talk on the phone			study	<input type="checkbox"/>	<input type="checkbox"/>

STEP 2

- Now, try to make plans with your classmate:
1. Choose an activity you want to do with your classmate.
Ask if they are busy at a time when you are free.
 2. If they are not busy, both of you should write the activity on your calendars.
 3. Let your classmate ask you about an activity.
 4. Find a time you are both free and write the plans you make on the calendar.

Are you busy on Monday at 4pm?

Are you free on Sunday at 4pm?

Lets play board games.



	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
10am							
11am							
12pm							
1pm							
2pm							
3pm							
4pm		jog		jog		jog	
5pm							
6pm							
7pm							

Yes, I usually jog then.

Yes.





LEVEL 1
LESSON 18
SHE ALWAYS
DOES THAT

Topics Reacting to information Facts or feelings	Prepare Before Class Cards or paper strips with verbs Pictures of foods that are familiar to students or the food images from this lesson Ordinal number cards
Learning Strategy Grouping	Goals Grammar: Describing frequency of actions; object pronouns; ordinal numbers Speaking: Using the phrase 'get it' Pronunciation: Object pronouns with /h/ sound deleted ('em; 'im); two ways to pronounce -s at the end of words

Day 1

Introduce the Lesson Topic

Ask students, "Do you ever sort things -- like your pens and pencils, or foods in your kitchen?"

Give students a chance to think of some examples. Some answers may include: cards, books, clothes or mail for a family.

Use the images in the Resources section. Walk around and show the images to all of the students.

Ask, "How many ways can we put these things into groups?" Listen for their answers and write them on the board. Examples may include:

vegetables: carrots, potatoes, peppers

fruits: apples, banana, oranges

long and thin: bananas, potatoes, carrots

round: oranges, apples

red: peppers, potatoes, some apples

orange: oranges, carrots

Say, “In this lesson, we will see Anna’s boss, Caty, talk about something Anna always does. We also will see Caty sorting, or classifying, things. We’ll learn how to put things into groups, too. But first, let’s learn some new words.”

Teach Key Words

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

After the key words, the video teaches a new meaning for the verb “get.” The Speaking Practice video explains that “get” can mean “to understand.” Here is the script:

Speaking Practice Script – Lesson 18

1. Verb Phrase: get it

We often say we understand by using GET + an object.

Listen to Anna tell Caty she understands:

Caty: This Is the News. Happy and sad are feelings. You can’t have them in The News.

Anna: Okay. I got it.

2. Later, Caty says that Anna understands how to read the news:

Caty: Yes. Yes. That’s right! Now you’ve got it!

Now, you try it. Do you understand the difference between facts and feelings?

Yes, I’ve ___ ___! (got it)

Day 2

Present the Conversation

Tell students that the video will show Anna doing something new at her job. Say, “Let’s find out what it is!”

Play the main video. Tell students to respond when there are pauses in the video:

Main Video Script – Lesson 18

1. Listen:

Okay, let’s try the first story!
She’s reading the second story.

Speak:

Okay, let’s try the ___ story! (first)
She’s reading the ___ story. (second)

2. Listen:

Let’s try the third story.

Speak:

Let’s try the ___ story. (third)

Learning Strategy

Tell students that in today's lesson, they will learn to put things into groups, or *classify*.

Ask: "What happens when Anna reads the news?" Give them time to answer. Possible answers include, "Anna shows her feelings" and "Caty gets angry."

Explain, "Caty wants Anna to understand the difference between facts and feelings. Notice how she says it." Write this on the board:

When we read the news we are always reading facts. We never show our feelings.

Point out the structure of the sentence. It is:

Subject – Frequency adverb – Verb.

Give the following examples and underline the frequency adverbs always and sometimes:

We *always* speak English in this class.

I *sometimes* ask students to answer difficult questions.

Say, "You can also group things when you learn English. Grouping helps us to organize words and patterns so we can remember things more easily. Today we're going to practice."

Practice Grouping

Cut out one set of the word cards from the Resources section and place them on a front table. Bring two students to the front of the class to show the activity. Write the words always, sometimes, and never on the board in three columns, like this:

always

sometimes

never

Ask one student, "What do you always do on weekends? Pick a card." Let the student pick a verb card. On the board, make a sentence with the verb and always:

He *always* sleeps on the weekend.
sleep

Write the word sleep under the adverb always on the board. Encourage the student to ask their partner, "What do you sometimes do on the weekend?" When the partner answers, write their sentence on the board, write the word "shop" under the word "sometimes."

I *sometimes* shop on the weekend.
shop

Have the other student ask a question with “never.” Tell students to cut out copies of the “Actions” images that you can find in the Resources section. Have them place the cut-out papers with the adverbs always, sometimes, and never at the top of their desk or table.

Tell students to work in pairs. Tell them, “Take each of the verb cards and place them under the word that tells how often you do the activity. Say whether you do it always, sometimes, or never. Ask your partner questions about each activity and answer your partner’s questions.”

Ask several students to show how they used the verbs and adverbs. Ask one pair to talk about how their partner spends the weekend differently. “She always relaxes on the weekend. I always work on the weekend. I never cook on the weekend. She sometimes cooks.”

Day 3

Activity Sheet

Say, “Today, we are going to practice a kind of numbers called ‘ordinal numbers.’ These numbers show a position or placement of people or things.”

Tell students, “In this lesson, Caty uses ordinal numbers to tell Anna which story to read. For example, she says ‘Okay, let’s try the first story!’ First is an ordinal number.”

On the board, draw two airplanes traveling in the same direction. Be sure one is behind the other to show which is moving faster. Say, “This airplane is first. This airplane is second.”

Tell students that ordinal numbers sometimes look and sound like regular numbers. For example, “eighth” does sound like “eight.”

But sometimes they do not look or sound like regular numbers. For example, “first” does not sound like “one.”

Give students the ordinal number cards (from the Resources section) and the crossword puzzle Activity Sheet. Ask them to work in pairs, using the cards to help get the crossword answers. Students then do the second part of the sheet with their partners, writing sentences about what the characters do.

Review the crossword answers and sentences as a class. Ask each pair to share one sentence they have written with the class.

Pronunciation Practice

Tell students they will practice the shortened sounds of some English words.

The Pronunciation Practice video teaches how to pronounce shortened future forms. Here is the script:

Pronunciation Practice Video Script – Lesson 18

1. Shortened “h” and “th” sounds

In slow speech, English speakers pronounce the “h” or “th” in words like “him,” “her” or “them.”

In fact speech, we sometimes do not say the first sound. In writing, it looks like this: ‘im” ‘er” ‘em.”

Listen to Anna speak carefully about the duckling. The duck’s mother cannot find him.

Anna: It is about a lost duckling. The duck’s mother cannot find him.

Then, she speaks quickly about the duckling.

Anna: It is about a lost duckling. The duck’s mother cannot find ‘im. But a family gives him a home.

Now, you try it.

English has many words. I’m learning many of _____. (‘em)

2. Two sounds for “s” endings

When we use a verb with he, she or it, the “s” at the end of the verb usually sounds like this: He walks / She talks / It helps.

Sometimes, the “s” at the end of the verb sounds like /z/.

When the verb ends with /b/ /d/ /g/ /l/ /m/ /n/ /ng/ /r/ or with a vowel sound /a/ /e/ /i/ /o/ /u/, pronounce “s” as /z/.

Listen to Anna tell about the car race:

Anna: Right, but it is awesome that an 80-year-old grandmother wins a car race.

And about the driver:

Anna: In Indiana, a grandmother is the first 80-year-old woman to win the Race Car 500. She rarely talks to reporters. But when she does, she often says, “Nothing can stop me now!”

Now, you try it:

Anna reads the news.

Caty tells Anna about feelings

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. Caty says, "Now, Anna, remember. When we read the news, we are always reading facts. We never show our feelings."
2. Anna says, "A new book is very popular with children and families. This is it. It is about a lost duckling."
3. Caty says, "Anna, when you say the words "duck" and "duckling" you look really sad." Anna says, "I do?" Caty says, "Yes. Sad is a feeling." Anna says, "Sad is not a fact."
4. Anna says, "Hello, and welcome to The News. In Indiana, a grandmother is the first 80-year-old woman to win The Race Car 500. Anna: That is awesome!" Caty says, "Stop! Stop! Anna, please -- no feelings."

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

Writing

Discuss the words that may be used for the topic. Write some of them on the board for students to use in their written work.

Say, "In this lesson, Anna is nervous because she is reading the news for the first time. How do you feel when you do something for the first time?"

Then, write the writing topic on the board:

How do you feel when you do something for the first time?

Write a few sentences about it. Use "always" "sometimes" or "never."

Conversation

- Caty: Now, Anna, remember. When we read the news we are always reading facts. We never show our feelings.
- Anna: Sure thing, Ms. Weaver.
- Caty: Great. Are you ready?
- Anna: Yes.
- Caty: Okay, let's try the first story!
- Anna: Hello, and welcome to The News.
- Anna: A new book is very popular with children and families. This is it.
- Anna: It is about a lost duckling. The duck's mother cannot find him.
- Caty: Stop! Anna, when you say the words "duck" and "duckling" you look really sad.
- Anna: I do?
- Caty: Yes. Sad is a feeling.
- Anna: Sad is not a fact. Sorry. Let me try again.
- Caty: Okay, she's trying again! And go.
- Anna: Hello, and welcome to The News. A new book is very popular with children and families. This is it.
- Anna: It is about a lost duckling. The duck's mother cannot find 'im. But a family gives him a home.
- Caty: Stop! Anna, you are doing it again.
- Anna: This story is very sad.
- Caty: I have an idea. Let's read the second story. She's reading the second story. And ... go!
- Anna: Hello , and welcome to The News. In Indiana, a grandmother is the first 80-year-old woman to win The Race Car 500.
- Anna: That is awesome!
- Caty: Stop! Stop! Anna, please -- no feelings.
- Anna: Right. But it is awesome that an 80-year-old grandmother wins a car race.
- Caty: Just the facts, Anna.
- Anna: Right.
- Anna: Hello, and welcome to The News. In Indiana, a grandmother is the first 80-year-old woman to win The Race Car 500.
- Anna: She rarely talks to reporters. But when she does, she often says, "Nothing can stop me now!"
- Anna: I am very happy for her!
- Caty: Stop, stop, stop!! Anna, you cannot say you are happy.
- Anna: But I am happy.
- Caty: But you can't say it.
- Anna: Why?
- Caty: This is the News. Happy and sad are feelings. You can't have them in The News.

Anna: Okay. I got it.

Caty: Okay. Let's try the third story. She's reading the third story!

Anna: Hello and welcome to The News. City politicians in Big Town are using city money to have a big party on a cruise ship. They are taking the money for the party from the children's library.

Anna: What?! That makes me very angry.

Caty: No, no, no! Anna, you cannot say you are angry! This is The News!!!

Anna: What can I do, Ms. Weaver? Take out my feelings and put them here ... on the news desk?

Caty: Yes. Yes. That's right! Now you've got it!

Caty: Let's repeat the first story.

Anna: This is going to be a very long day.

Anna: Until next time!

Key Words

angry – *adj.* having a strong feeling of being upset or annoyed

cruise ship – *n.* a large ship that stops at different ports and carries passengers who are traveling for pleasure

desk – *n.* a piece of furniture that is like a table and often has drawers

duck – *n.* a bird that swims and has a flat beak, a short neck, a heavy body, short legs, and webbed feet

duckling – *n.* a young duck

fact – *n.* a true piece of information

feeling – *n.* an emotional state or reaction

get – *v.* to understand (something or someone)

Indiana – *n.* state of the U.S.

long – *adj.* lasting or continuing for a great amount of time

lost – *adj.* not knowing where you are or how to get to where you want to go

popular – *adj.* liked or enjoyed by many people

race car – *n.* a very fast car that is used in professional auto racing

rarely – *adv.* not very often

repeat – *v.* to say (something) again

sad – *adj.* not happy

story – *n.* a description of how something happened

win – *v.* to achieve victory in a fight, contest, game, etc.

Quiz - Level 1, Lesson 18 - She Always Does That

Listen. Circle the letter of the correct answer.

1. What does Caty tell Anna to do?

- a. She tells Anna to read only the facts.
- b. Caty wants Anna to read fast.
- c. She wants Anna to read with more feeling.
- d. Caty tells Anna to read louder.

3. What happens when Anna says “duck” and “duckling”?

- a. Anna is happy because she is telling the facts.
- b. She looks at the book.
- c. Anna looks sad because she is showing her feelings.
- d. She starts to read to Caty.

2. Why is Anna talking about the book?

- a. The book is about a boy who is lost.
- b. It is a book for lost children.
- c. The book is the first one about a duckling.
- d. Many children and families are reading the book.

4. Why does Caty stop Anna?

- a. Anna made a mistake - it is a 70-year-old grandmother.
- b. Caty wants Anna to stop showing her feelings.
- c. Anna is reading the story too fast.
- d. Caty does not think the grandmother is awesome.

Fruits and Vegetables



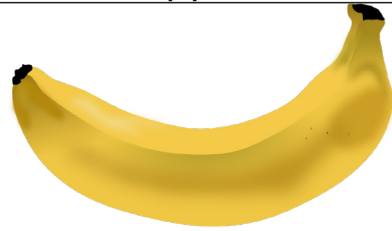
potatoes



apples



carrots



banana



oranges



peppers

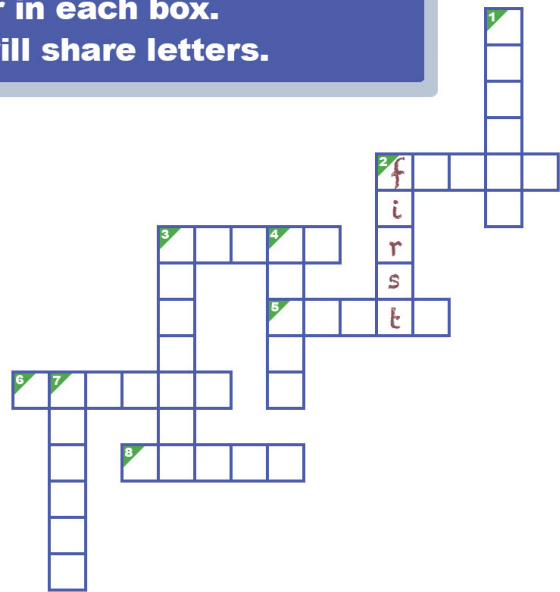
Ordinal Number Cards

First	Second
Third	Fourth
Fifth	Sixth
Seventh	Eighth
Ninth	Tenth

STEP 1

Look at the clues below.
Write the ordinal form of the numbers in the crossword puzzle below.
Put only one letter in each box.
Some of the words will share letters.

CLUES	
ACROSS	DOWN
2 five	1 four
3 six	2 one
5 nine	3 seven
6 two	4 ten
8 three	7 eight



STEP 2

Now look at the pictures of the people.
Write one sentence about three people.
In the sentences, say the order in which they do the activities.
Try to use the adverbs **always** or **never**.
Read your sentences to your partner.
Let them guess which person each sentence is about.
Then listen to their sentences and do the same.

	watching TV	exercise	go to work
1st	 Tina	 Mary	 Bob
2nd	 Bob	 Tina	 Mary
3rd	 Mary	 Bob	 Tina

She always watches TV first.

That is Tina.

Write your sentences here.

1	She always watches TV first. (Tina)
2	
3	
4	

Actions and Adverbs



sleep



relax



read



shop



play



work



jog



walk



eat



cook

always

sometimes

never



LEVEL 1
LESSON 19
WHEN DO I
START?

Topics Saying the months of the year Talking about seasons and activities	Prepare Before Class Cards or paper strips with months of year and seasons (from Resources section)
Learning Strategy Summarize	Goals Grammar: 'Which' as an adjective alone and with pronouns; adjectives 'next' and 'every' Speaking: Using 'which' and 'which one' to offer a choice; using 'every' and 'next' with time expressions Pronunciation: The month of February

Day 1

Introduce the Lesson Topic

Say, "Today, we will learn how to tell a story in fewer words. We will also learn how to talk about skills and work. Imagine your friend is at a theater watching a movie with you. She leaves for a few minutes. When she returns, she asks you quietly to tell her about the part that she missed. What do you do?"

Answers may include, "I make the story simple" or "I do not tell details, just the main ideas of what happened." Respond to students' answers positively

Present the Conversation

Say, "Sometimes, we need to say things in a simpler, shorter way. We call this summarizing."

Tell students that the video will show Ms. Weaver talking about Anna's skills. "When you

listen to the conversation, try to find the four skills.”

Play the video or ask a few students to read the conversation. Tell students to respond when there are pauses in the video or have them repeat the sentences below after the conversation.

Main Video Script – Lesson 19

<p>1. Listen: The metro is closed. Speak: The metro is _____. (closed)</p>	<p>3. Listen: When do I start? Speak: When _____ I _____? (do, start)</p>
<p>2. Listen: That’s too bad. Speak: That’s ______. (too bad)</p>	<p>4. Listen: You start next month. Speak: You _____ month. (start next)</p>

Ask students to talk to a neighbor about what Ms. Weaver says Anna’s four skills are. Then, have students raise their hands to give an answer. (The skills are: talking to people, asking questions, being silly, and showing her feelings.)

Say, “What does Ms. Weaver want Anna to use these skills for?” Let students respond. (Answer: to make/create a children’s show.)

Teach Key Words

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

Here is a game to help students remember new word meanings:

1. Ask two students to the front of the class.
2. Put students into two teams. Be sure each team has some stronger-skilled and some weaker-skilled students.
3. Tell the class, “In this game, the student is going to act out or draw a (vocabulary) word on the board. Anyone from either team can call out the answer. Whoever calls out the right answer first gets a point for their team.”
4. Give the word and ask one of the students to draw it or act out for the class.
5. The first team to call out the correct answer will get a point.
6. Give another word to the second student to draw or act out for the class.
7. Keep score of points on one side of the board.

Speaking Practice

The Speaking Practice video teaches the months of the year. It also teaches about using “which” for giving choices and using “every” or “next” with time words.

Speaking Practice Script – Lesson 19

1. Using “which” to offer a choice

English speakers use the word “which” to refer to a choice. Listen to Ms. Weaver ask Anna to choose between good and bad news:

Ms. Weaver: Anna, I have good news and I have bad news. Which do you want to hear first?

Another way to use “which” has a pronoun:

I have apples and oranges. Which one do you want?

Now you try it.

We have coffee and tea. _____ do you want?

2. Months of the year

In the United States, the first month of the year is January, and the last month of the year is December.

In order, the months of the year are:

January	July
February	August
March	September
April	October
May	November
June	December

3. Using “Every”

“Every” means including each person or thing in a group or series.

Every September, a new school year begins in the U.S.

Now, you try it.

What do you do every Friday?

Every Friday, I _____. (Student chooses what to say)

“Next” means coming after this one. In the video, you hear Ms. Weaver and Anna talking about months of the year.

Ms. Weaver: So, starting next month you will not read the news.

Anna: Next month is July. You are firing me in July.

Learning Strategy

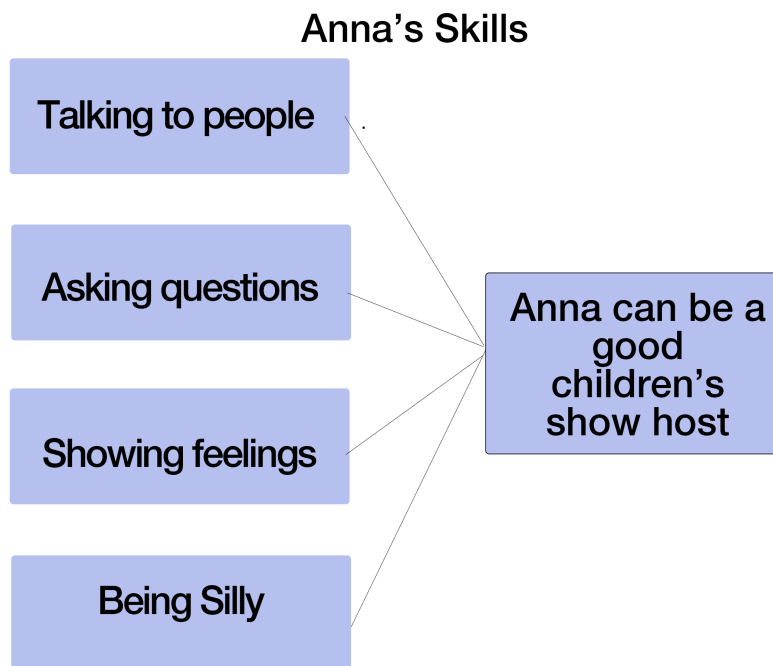
Tell students that they are going to learn to summarize.

Play the main video again, making sure students respond when there are pauses. At the end of the video, ask students to remind you what Anna's four skills are.

Possible answers are, "(Anna is good at) talking to people", "(Anna is good at) asking questions", "(Anna is good at) being silly" and "(Anna is good at) showing her feelings." Write the skills on the board when students say them.

Ask, "What does Ms. Weaver answer when Anna asks her, 'What does that mean?'" Notice how she tells Anna, 'Your skills are perfect for a new show ... a children's show.' She is summarizing, or saying in fewer words what she thinks about Anna's skills."

Draw lines from the list of the four skills to the phrase 'Anna can be a good host for a children's show.' Write the word summary on the board.



Students will now use summarizing to practice months of the year.

Hand out the cards or paper strips with the names of the months/seasons from the Resources section. Have students practice repeating the names of the months after you say them.

(Please note that the months and seasons cards indicate the seasons for the Northern Hemisphere. You can adapt it to the region where you are teaching.)

Bring two students to the front of the class to demonstrate the activity.

Write on the board:

June	July	August
------	------	--------

Ask one student at the front, "What do you usually do in June?"

Listen to the student's answer and write a note on the board. Let's say the student says they like to fish in June.

Have the first student ask the second student about July. Let's say they like to swim in July. Have the second student ask the first student about August.

Write both students' activities on the board.

The board will look like this:

June	July	August
Fish	Swim	Go to the beach

Then, ask the students to summarize. "Can you summarize? How can we say this in fewer words?" For example, if the students said, "I fish in June" and "I swim in July" and "I go to the beach in August," write the summary sentence on the board:

We have fun outside in summer.

Say, "When we make a summary, we often use different words from what was said."

Have students form pairs. In each pair have one student choose two seasons and the other student choose the remaining two seasons. Have the students ask each other what they do in each month of the season they have chosen. They then summarize by writing a sentence on their paper or a notebook.

Let students use a bilingual dictionary if one is available to find a few new words, in case they need them. Ask students to make summary sentences, then ask several students to share their sentences with the class.

Day 3

Pronunciation Practice

The Pronunciation Practice video teaches two ways to say the second month of the year: February.

Pronunciation Practice Video Script – Lesson 19

In American English, speakers say the months of the year in a way that does not always match the spelling of the word. For example, the month February is said like this: / February/. The “R” is not pronounced. Instead, speakers make a /j/ sound.

Now you try it. Use February in a sentence.

I will visit my family in _____. (February)

(Please note that this pronunciation is common but is not a rule.)

Activity

Say, “We are going to practice talking about months and activities some more.”

Hand out copies of the Activity Sheet and put students into pairs.

To help students form questions, write a few examples on the board:

What Does Ted have in January? (second activity)

When do you start (school, work, program)? (third activity)

Give students time to do the activities and then review them as a whole class. Ask several students to share their answers.

Day 4

Listening Quiz

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

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

1. Caty says, “Anna, I have good news and I have bad news. Which do you want to hear first?” Anna says, “The good news. No ... okay, the bad news.” Caty says, “The bad

news is you are not good at reading the news.” Anna says, “Oh. I am very sorry to hear that.”

2. Caty says, “So, starting next month you will not read the news.” Anna says, “Next month is July. You are firing me in July.” Caty says, “No. I am not firing you in July.”
3. Caty says, “Your skills are perfect for a new show ... a children’s show.” Anna says, “A children’s show ... That is awesome!”
4. Anna says, “Hi there! Summer in Washington, D.C. is hot and sunny. I always ride the Metro to work. Riding the Metro is cool and fast.”
5. Anna says, “Ms. Weaver, I am late this morning. The Metro is closed. So, I am walking to work.” Caty says, “That’s too bad. It’s really hot today.”

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

Writing

Discuss the key words that may be used for the topic. Write some of the words on the board for students to use in their written work.

Say, “Ms. Weaver says Anna is good at asking questions, good at talking to people, great at being silly and good at her feelings. When we talk about skills or talents, we often say someone is ‘good at’ or ‘great at’ doing something.”

Write this on the board:

I am good at teaching English. I am great at helping people. I use these skills when I teach English.

Then write the writing topic on the board:

What are your skills? Do you use them at work, school or somewhere else? Write about a few skills you have. Try to write them using “I am good at” or “I am great at.”

Give students time to write. If an in-class activity, ask a few students to share their writing with the class. They can read from their papers or summarize what they wrote.

Conversation

- Anna: Hi there! Summer in Washington, D.C. is hot and sunny. I always ride the Metro to work. Riding the Metro is cool and fast. But today it's closed. So, I am walking to work.
(On the phone) Ms. Weaver, I am late this morning. The Metro is closed. So, I am walking to work.
- Caty: That's too bad. It's really hot today.
- Anna: Yes it is.
- Caty: When you arrive, please come to my office. I have important news to tell you.
- Anna: Of course. Good-bye. My boss has news for me. The question is: Is it good news or bad news?
(At work)
- Anna: Hello, Ms. Weaver.
- Caty: Anna, I have good news and I have bad news. Which do you want to hear first?
- Anna: The good news. No ... okay, the bad news.
- Caty: The bad news is you are not good at reading the news.
- Anna: Oh. I am very sorry to hear that.
- Caty: So, starting next month you will not read the news.
- Anna: Next month is July. You are firing me in July.
- Caty: No. I am not firing you in July ... or in August or in September. That is the good news.
- Anna: Okay. You are not firing me. I am not reading the news. What will I be doing?
- Caty: Well, you are good at asking questions. You are good at talking to people. You are good at showing your feelings. And you are great at being silly.
- Anna: Thank you, Ms. Weaver. But what does all that mean?
- Caty: I have a new assignment for you! Your skills are perfect for a new show ... a children's show.
- Anna: A children's show ... That is awesome! When do I start?
- Caty: You start next month. Start thinking of ideas for the show.
- Anna: I have tons of ideas! I can show children what it's like in outer space ...
- Caty: Great ...
- Anna: ... or in the deep, dark ocean ...
- Caty: Those are great ideas, Anna. Please go think of more ... at your desk.
- Anna: Yes. What other things can I show them? Mt. Everest! Everyone has different skills. You have skills. I have skills. The important thing is to know what you are good at. Until next time!

Key Words

arrive - *v.* to come to or reach a place after traveling

assignment - *n.* a job or duty that is given to someone

child - *n.* a young person (plural: children)

closed - *adj.* not operating or open to the public

deep - *adj.* having a large distance to the bottom from the surface or highest point

everyone - *pron.* every person; everybody

fire - *v.* to dismiss (someone) from a job

idea - *n.* a thought, plan, or suggestion about what to do

mean - *v.* to cause or result in (something)

month - *n.* any one of the 12 parts into which the year is divided

Mt. Everest - *n.* a mountain in Asia; it is the highest mountain in the world

ocean - *n.* the salt water that covers much of the Earth's surface

other - *adj.* used to refer to the one person or thing that remains or that has not been mentioned

outer space - *n.* the region beyond the Earth's atmosphere in which there are stars and planets

perfect - *adj.* having all the qualities you want in that kind of person or situation

silly - *adj.* playful or funny

skill - *n.* an ability to do something that comes from training, experience, or practice

ton - *n.* informal: a large amount; in the US, a ton is a unit for measuring weight that equals 2,000 pounds (907 kilograms)

Quiz - Level 1, Lesson 19 - When Do I Start?

Listen. Circle the letter of the correct answer.

1. Why does Anna say, "Oh. I am very sorry to hear that?"

- a. She is apologizing for being late.
- b. She does not want to work.
- c. She hears bad news.
- d. She wants to tell some good news.

4. When does Anna ride the metro?

- a. Anna always rides the metro to work.
- b. Anna rides the metro when the weather is bad.
- c. Anna rides the metro when it is cold.
- d. Anna usually rides the metro when she is late.

2. What will happen in July?

- a. Anna will lose her job in July.
- b. In July, Anna will stop reading the news.
- c. Anna will go to a new city in July.
- d. In July, Anna will start writing the news.

5. Why does Ms. Weaver say, "That's too bad!"?

- a. Ms. Weaver learns that the metro is slow when it is hot and sunny.
- b. She does not want Anna to come to work when it is hot.
- c. Ms. Weaver wants Anna to tell a story about the metro.
- d. She learns that Anna has to walk to work when it is hot.

3. Why does Anna say, "That is awesome!"?

- a. She wants to write more news stories.
- b. She wants to read the news.
- c. She does not want to work with children.
- d. She hears good news.

Autumn

September



October



November



Winter

December



January



February



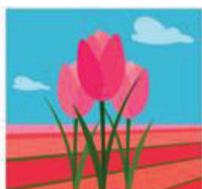
Spring



March



April



May



Summer



June



July



August



January



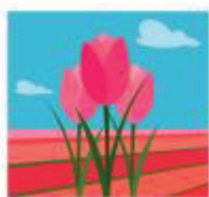
February



March



April



May



June





July



August



September



October



November



December



STEP 1

Change the order of the letters you see in the boxes below to write the correct names of the 12 months of the year.

	yanruJa	Fruberay	chMra	IApir	Mya	enuJ	uJyl	uuAgts	repmStebe	Ocbreto	voNembre	ercmDeeb
January												
Betty												
Ted												
You										School		
Your friend												



WORK



SCHOOL



VACATION

STEP 2

Ask and answer questions about the things Betty and Ted have in each month. Then write things you are starting in the next year on the calendar. Ask and answer questions about what you and your partner are starting.

What does Ted have in January?

He has a vacation in January.



I have school in October.



What do you have in October?



LEVEL 1
LESSON 20
WHAT CAN YOU DO?

Topics

Saying the months of the year

Talking about seasons and activities

Prepare Before Class

Handout with jobs and workplaces

Sheet with graphics showing jobs

Learning Strategy

Identify Problems

Goals

Grammar: Expressing ability; 'can' & 'can't,'
contractions

Speaking: Asking clarification questions

Pronunciation: Pronouncing 'can & can't

Day 1

Introduce the Lesson Topic

Say, "Today, we will learn about what happens when people do not understand each other. Imagine that you are talking with your friend. There is a loud noise, or your friend speaks quietly and you do not understand what he or she is saying. What do you do?"

Answers may include: "I ask them to repeat," "I ask them to talk louder" or "I try to guess their words."

Respond to students' answers positively. List the answers on the board.

Present the Conversation

Say, "The video will show Anna and Pete asking questions or saying when they do not

understand each other. There are many ways to do this in English. Listen for things they say or ask to help their understanding.”

Play the video or ask a few students to read the conversation.

Tell students to respond when there are pauses in the video or have them repeat the sentences below after the conversation.

Main Video Script – Lesson 20

1. Listen:

I can't hear you.

Speak:

I ___ hear you. (can't)

3. Listen:

No, I mean drive a bus.

Speak:

No, ___ ___ drive a bus. (I mean)

2. Listen:

Do you mean drive a race car?

Speak:

___ you ___ drive a race car? (Do, mean)

Teach Key Words

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

Tell students that many of today's words are about a person's occupation -- that is their job or profession. Say, "Let's look at some of them. See how many you can remember."

Write these words on the board:

occupations

teacher
driver
chef
writer
computer coder

actions or places of work

school, university
bus, taxi
restaurant
blog, website
website, phone apps

Ask students to match the occupations with their actions or places of work. Say, for example, "Where does a teacher work?" "What does a computer coder do?"

If needed, review the remaining vocabulary (beard, easy, and others).

Speaking Practice

The Speaking Practice video teaches a few ways to ask questions when you do not hear or understand someone clearly.

Speaking Practice Video Script – Lesson 20

1. When we cannot hear someone clearly, we may ask them to speak louder or to say something again.

Listen to Anna telling Pete that she cannot hear him:

Pete: I don't have a job.
Anna: Sorry, I can't hear you.

Pete speaks louder and more clearly:
Pete: I do not have a job!

2. A question that helps when you cannot understand is "Do you mean...?"

Listen to Pete ask Anna:

Pete: Do you mean drive a race car?

Now you try it.
Listen:
Can you code?

Speak:
Do you mean "cold"?

Learning Strategy

Tell students that, in today's lesson, they will learn to identify (or find) problems with understanding something.

Say, "When we are talking with someone in English, it helps to identify problems with understanding to get information we need."

Ask, "What does Anna say when she cannot hear Pete?"

Students should respond, "She says, 'Sorry, I can't hear you.'" Write on the board "identify problems." Continue, "She is identifying a problem, or showing she does not understand well."

Ask, "What does Pete do when Anna asks him about driving?" Students should respond, "He asks, 'Do you mean drive a race car?'" Say, "Pete is also identifying a problem. He is not sure why Anna is asking him this question."

Say, "We can identify problems when we use English or our first language."

Practice - Identifying Problems

Say, "Let's practice this now." Give each student a copy of Activity Sheet page 1 and page 2. (Handout 2 shows images for each occupation.)

Ask students to match the jobs with the places of work. Review the correct answers quickly as a whole class.

Bring two students to the front of the class to model the activity. Call one student Student A and the other Student B. Have Student A begin making a sentence with a job and a work place. Tell Student A to speak quietly.

Student A: Do you want to be a teacher in a school? (quietly)

Student B: I'm sorry, I can't hear you. Can you say it again?

Next, have the students show an example of making the wrong match:

Student B: Do you want to be a chef in a theater?

Student A: Sorry, do you mean a chef in a restaurant?

Have the other students form pairs and continue with the remaining jobs and work places. Walk around the class to remind students to identify problems in both ways: by asking the partner to speak louder and by asking "Do you mean...?"

Pronunciation Practice

The Pronunciation Practice video teaches about “can’t” (the shortened form of “cannot”). It also shows two ways to pronounce “can.”

Pronunciation Practice Video Script – Lesson 20

1. When Americans want to use the negative form of the verb “can” in slow speech, they say “cannot.”

Listen to Pete use “cannot”:

Anna: You can be a teacher in a school.

Pete: No, I cannot teach.

However, in fast speech, many Americans reduce “cannot” to “can’t.” Listen to Pete use the short form of “cannot” -- “can’t”:

Pete: No, I can’t code! I can’t teach! I can’t cook! Anna, I can’t do anything.

Now, you try it. Use “can’t” in a sentence.

Listen:

Can you cook?

Speak:

No, I can’t cook.

2. In slow speech, “can” sounds like /kæn/. In fast speech, it often sounds like /kən/. Listen to Anna talking to Pete about being a teacher.

Anna: Can /kaen/ you teach? You can like /kən/ be a teacher in a school.

Now, you try it. Say “can” like this: /kæn/.

Can /kæn/ you cook?

Say “can” like this: /kən/.

You can /ken/ be a chef in a restaurant.

Activity

Hand out Page 1 of the Activity Sheet. For this activity, students work in pairs to write the names of each job, match the skill with the job name, and identify where the people work.

Review the answers as a class. If students had difficulty with some words, write the words on the board.

Hand out Page 2 of the Activity Sheet. For the first part of the activity, ask students to list three of their skills. For the second part, ask students to walk around the class and ask three classmates questions. For example, if someone's skill is cooking, they can write "Tina can be a chef in a restaurant."

Ask each student to share one sentence about themselves or a classmate.

Day 4

Listening Quiz

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

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

1. Anna says, "So, what's wrong? You look sad." Pete says, "I don't have a job." Anna says, "Sorry, I can't hear you." Pete says, "I do not have a job!"
2. Anna says, "Anna: Oh. I'm sorry to hear that, Pete." Pete says, "I don't have a skill." Anna says, "Everyone has a skill. You need to find yours."
3. Anna says, "Can you drive?" Pete says, "Do you mean drive a race car? It's really hard to be a race car driver. First, you need a race car."
4. Anna says, "Can you write code?" Pete says, "Sure, c-o-l-d. How is this going to help?" Anna says, "No, not 'cold.' Code; you know, for making phone apps, or websites."
5. Anna says, "No, I mean drive a taxi or drive a bus." Pete says, "No, I always fall asleep when I drive."
6. Anna asks, "You write a blog?" Pete says, "Yeah, I write a blog." Anna asks, "How many followers do you have?" Pete says, "I don't know ... 59,538."

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

Writing

Discuss key words that may be used for the topic. Write some of them on the board for students to use in their written work.

Say, “In this lesson, Anna is helping her friend Pete. He needs to find a new job. There are many ways to help friends. How do you help your friends?”

Write the writing topic on the board:

How do you help your friends?”

Ask students to write a paragraph and give them time to write. If some students want to share, give them a chance to read their writing aloud or summarize it for the class.

Conversation

- Anna: Hi, there! Washington, D.C. is a great place to work. Many people here work in government and politics. But there are many other jobs. You can work at a hospital; a university. You can work in a coffee shop. Wait a minute, I think I see a friend of mine. Pete? Is that you?
- Pete: Hi, Anna.
- Anna: You look different. Your beard ... is really big.
- Pete: You don't like it, do you?
- Anna: No, no. You just look ... different.
(To server) Thank you. So, what's wrong? You look sad.
- Pete: I don't have a job.
- Anna: Sorry, I can't hear you.
- Pete: I do not have a job!
- Anna: Oh. I'm sorry to hear that, Pete.
- Pete: I don't have a skill.
- Anna: Everyone has a skill. You need to find yours.
- Pete: I don't know, Anna.
- Anna: Pete, I am good at asking questions. Let me ask you some.
- Pete: Really, Anna? Can you help me?
- Anna: Yes, I can. Let me help.
- Pete: Sure, Anna. Maybe you can help.
- Anna: Can you write code?
- Pete: Sure, c-o-l-d. How is this going to help?
- Anna: No, not "cold." Code; you know, for making phone apps, or websites. You can make tons of money writing code.
- Pete: Tons of money? But I can't code.
- Anna: Next question. Can you drive?
- Pete: Do you mean drive a race car? It's really hard to be a race car driver.
- Pete: First, you need a race car ...
- Anna: No, I mean drive a taxi or drive a bus.
- Pete: No, I always fall asleep when I drive.
- Anna: Oh, that's not good. Next question. Can you teach? You can be a teacher in a school.
- Pete: No, I cannot teach.
- Anna: Can you cook? You can be a chef in a restaurant.
- Pete: No, I can't code! I can't teach! I can't cook! Anna, I can't do anything. This is sad. I'm gonna write about my feelings in my blog.
- Anna: You write a blog?
- Pete: Yeah, I write a blog.

Anna: How many followers do you have?

Pete: I don't know ... 59,538.

Anna: Pete, that's a lot of followers! You can make money writing!

Pete: Writing is easy. Everyone can write.

Anna: Not everyone can write well. You can be a writer!

Pete: I can be a writer. I can be a writer! I can be a writer! Thanks, Anna.

Marsha: Hi, Pete. Hi, Anna.

Pete: Hi, Marsha. Excuse me, I have to go.

Marsha: Where are you going?

Pete: I'm going to be a writer!

Marsha: Good luck, Pete!

(To Anna) He does know that it's not easy to be a writer, doesn't he?

Anna: There are many different jobs you can have in Washington, D.C. Pete wants to be a writer. I wish him luck. Lots of luck. Until next time!

Key Words

app - *n.* a computer program that performs a particular task (such as word processing)

beard - *n.* the hair that grows on a man's cheeks and chin

blog - *n.* a Web site on which someone writes about personal opinions, activities, and experiences

chef - *n.* a professional cook who usually is in charge of a kitchen in a restaurant

code - *n.* - a set of instructions for a computer

code - *v.* to change (information) into a set of letters, numbers, or symbols that can be read by a computer

drive - *v.* to direct the movement of a vehicle such as a car, truck, or bus

easy - *adv.* not hard to do

follower - *n.* a person who likes and admires (someone or something) very much

good luck - *expression.* used to say that you hope someone will succeed

hard - *adv.* physically or mentally difficult

lot(s) or a lot (informal) - *n.* a large amount

hospital - *n.* a place where sick or injured people are given care or treatment and where children are often born

school - *n.* a place where children go to learn

taxi - *n.* a car that carries passengers to a place for an amount of money

teacher - *n.* a person or thing that teaches something

university - *n.* a school that offers courses leading to a degree and where research is done

website - *n.* a place on the World Wide Web that contains information about a person, organization, etc., and that usually consists of many Web pages joined by hyperlinks

well - *adv.* in a skillful way

Quiz - Level 1, Lesson 20 - What Can You Do?

Listen. Circle the letter of the correct answer.

1. What does Anna say to make Pete say his sentence again?

- a. "Sorry, I can't bear you."
- b. "Sorry, I can't hear you."
- c. "So, I can hear you."
- d. "So what did you say?"

4. What does Pete say to show he does not understand?

- a. Do I need a race car?
- b. Can you teach me how to drive?
- c. Do you mean drive a race car?
- d. Do you want me to drive a race car?

2. Why is Pete sad?

- a. Pete is sad because he does not have a skill.
- b. He is sad because he lost all of his money.
- c. Pete is sad because he does not have friends.
- d. He is sad because he failed at school.

5. Why can't Pete be a bus driver?

- a. He falls asleep when he drives.
- b. He does not have a driver's license.
- c. He does not know how to drive.
- d. He is not a good driver.

3. Why does Anna say "No, I mean code."?












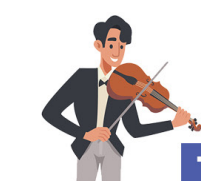




- a. Anna wants to say she is cold.
- b. She does not understand Pete.
- c. Anna said the wrong word.
- d. She sees that Pete does not understand.

6. How many followers does Pete have?

- a. Pete has 59,538 followers.
- b. He has 52,958 followers.
- c. Pete has 55,538 followers.
- d. He has 69,538 followers.








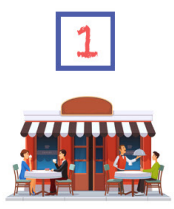
STEP 1

Fill in the blanks below to complete the names of each job. Then draw lines to match each job with the thing a person who has that job can do.

<p>1  c _ h _ e _ f</p>	<p> build things</p>	<p> grow things</p>	<p> s _ _ r _ t a _ y</p>
<p>2  _ o _ t _ r</p>	<p> cook</p>	<p> cut hair</p>	<p> _ a _ _ er</p>
<p>3  r e _ o _ t _ r</p>	<p> read the news</p>	<p> play music</p>	<p> m _ s _ c _ an</p>
<p>4  _ _ n s _ r u _ t _ _ n w o _ _ e r</p>	<p> help sick people</p>	<p> organize files</p>	<p> _ t _ l _ _ t</p>

STEP 2

Next, write the number for each job next to the place where people with that job work.

<p><input type="checkbox"/>  construction site</p>	<p><input type="checkbox"/>  office</p>	<p><input type="checkbox"/>  hospital</p>	<p><input type="checkbox"/>  concert hall</p>	<p><input type="checkbox"/>  farm</p>	<p><input type="checkbox"/>  TV station</p>	<p><input type="checkbox"/>  salon</p>	<p><input type="checkbox"/>  restaurant</p>
---	--	--	--	--	--	---	--

1

STEP 3

Write three things you can do so you can tell your friends.

STEP 4

Ask three friends about what they can do.
Think about what each friend can do
and write some job advice for them.



Things your friend can do:	Advice for your friend:
cook food	Tina can be a chef in a restaurant.