



LEVEL 2 LESSON 21 TRASH TO TREASURE, PART 1

Topics

Trying something new
Home furnishings and repairs

Prepare Before Class

Print copies of the shopping handouts
Cut enough shopping lists from the Shopper Instructions sheet for the number of students
Print out the student Activity Sheet

Learning Strategy

Substitute

Goals

Use talk and speak correctly

Day 1

Introduce the Lesson

Say, “In this lesson, we will go to a special kind of shop with Anna. She is looking for a birthday present for Pete. She goes to a shop that sells things people have made from used items.”

Ask students if they have ever been to a store that sells used things. Explain that in the U.S., stores like this sell old items that people have repaired or made into works of art. Ashley says that Anna can get a unique, or one-of-a-kind, present for Pete there.

Teach Key Words

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

In this lesson, Anna learns that the shop sells things that are “handmade, reclaimed and recycled.” She says that practice is good for the environment. Ask students to tell about how they or their family recycles or reuses things that would otherwise go in the trash. Find out if students are familiar with someone in their own community who makes art from discarded items or repairs used things for resale.

Present the Conversation

Tell students that the video will show Anna shopping for a present in a store that sells used things. Play the video or audio of the conversation or hand out copies of the text from the Resources section. Ask students to act out the parts of the speakers either in small groups or for the whole class.



Professor Bot's Lesson

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

“ Did you hear Ashley and Anna using the words “talk” and “speak?” “Talk” and “speak” both mean “to say words.” And, many times, you can use either word without losing any meaning. But there are some differences in when we use these words.

Speak and Talk

The word “talk” is usually used:

- for conversations between two or more people
- informal situations, such as between friends or family

For example, Ashley asks Anna: “Are you talking to yourself again?”

“Speak” is usually used:

- for one-way communication, such as presentations
- formal situations, such as a boss speaking with her workers
- to talk about language ability
- and in polite requests

Keep watching, and listen for the words “talk” and “speak.”

Final comment

Will Anna find trash that “speaks” to her? What will it say? We’ll find out next week!

Small Talk Activity

Expand on the information Professor Bot gave about using “talk” and “speak:” “‘Talk’ and ‘speak’ both mean ‘to say words.’ But there are some differences in the ways we use each

word. 'Talk' is less formal than speak. It is usually used for informal conversations between two or more people. Here are some examples." Read aloud or write on the board:

Let's talk about ideas for the show.

I can't talk right now. I'll call you later.

Continue: "'Speak' is usually used for communication in more serious or formal situations. It is also used in polite requests and to talk about language ability. Here are examples using 'speak.'" Read aloud or write on the board:

She spoke on the news about world hunger.

May I speak to the manager?

Which languages do you speak?

Explain the activity: "Now, we'll practice making 'small talk.' Small talk is when we talk with an acquaintance about less important matters than when we are speaking formally." Give students the Small Talk Topics handout.

Say, "Look at the topic in each box. We will use these topics to find out what you have in common with your classmates. Write your own answer on the first line." Give students time to complete their answers.

Ask, "Now let's think of how we can turn the topic into questions for our classmates. What can we ask for the first box?" Take answers from students for each of the questions related to the topics. Write them on the board or have students write them in their notebooks as they are discussed:

When's your birthday?

What do you like to do on weekends?

How do you come to class?

Where do you live?

How many brothers and sisters do you have?

What are you going to do tomorrow?

What brand of mobile phone do you have?

What did you do yesterday?

What sports do you like to play?

What are your hobbies?

What's your favorite kind of movie?

What food do you like?

Tell students: "Walk around the class speaking to your classmates about the topics on the handout and asking the questions. When you find something that you have in common with someone, write their name down in the box. Then move on to speak to someone else."

Students must try to find a different person for each item on their worksheet.

When everyone has finished, ask students to share what they have in common with their classmates.

Day 3

Learning Strategy

Say, “The learning strategy for this lesson is Substitute. In this lesson, Anna meets Sue, a shopkeeper who makes things from trash. She is substituting, or using another thing than usual, to make things.”

Continue, “When we are using English, sometimes we come to a point when we want to say something and don’t know the right word for it. What can we do in that situation?” Give students a chance to answer. Write some of the students’ suggestions on the board or on paper to hang on the wall and remind them of this strategy. Students may give answers like, “Use gestures,” “Choose another word that is close,” “Draw a picture,” “Use a word from my own language” or something similar. If students cannot think of their own examples, demonstrate the strategy by showing students an unusual object. The image below shows an object that washed up on a beach in North Carolina. The Cape Lookout National Seashore park rangers could not identify it. Show students the picture and ask: “What do you call this in English?”



Explain that we can substitute a word like “whatchamacallit” or “thingamabob” to talk about something we don’t know the name of.

Shopping Activity

Explain the activity: “We saw Anna go to a shop in our lesson. Today we will practice using English for shopping. Can someone tell me how you ask for your clothing size when you go shopping?”

Demonstrate with several students how to ask questions such as these:

Do you have a size 7?

I wear a 34 in jeans. Do you have that size?

I'd like this t-shirt in green.

Do you have an extra large?

How much does this jacket cost?

Next, divide the students into two equal groups, **shopkeepers** and **shoppers**. This activity can also be done in groups of eight with four **shopkeepers** and four **shoppers**.

- Cut out the shopping lists from the Shopper Instructions sheet.
- Give one of the four different “Shop” handouts to each **shopkeeper** and a shopping list to each **shopper**. Make sure there are at least four different shops in play for each group.
- Tell the **shopkeepers** that the information on their handout shows the items they have for sale. Explain that they have only one of each item to sell.
- Tell the **shoppers** that their shopping list shows details of the items they want to buy, including the size, color and budget for each item.
- Explain that some shopping items may be too expensive to buy. But if they save money on other items, they can go back and use the money they saved to buy an item they previously couldn't afford.

The aim of the activity is for the **shopkeepers** to sell all the items on their handout and for the **shoppers** to buy all the items on their shopping list.

- Have the **shopkeepers** sit down spaced out around the classroom.
- The **shoppers** stand up and walk around visiting each shop.
- When a customer buys an item, the **shopkeeper** makes a check mark by the item to show it has been sold and the **shopper** writes down the cost and any money they have saved.
- If an item is over budget, the **shopper** goes to the next item on their shopping list or uses money saved from a previous purchase to buy the item.
- If the **shopper** can't find what they want, they can ask for another item or move on to another shop.

When everyone has finished, have the students change roles and repeat the activity, so everyone has a chance to practice being the **shopkeeper** and **shopper**.

Listening Quiz

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

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

1. Anna says Pete has a birthday coming up. "I'm getting him a present. Do you know where I can buy something unique?"

The question is: What does Anna want to know?

2. *The question is: Which sentence uses "talk" or "speak" correctly?
(Read the options or let students choose from the written options on the quiz)*

Anna and Ashley speak English fluently.

Pete doesn't like talking about his birthday.

Ashley and Anna were talking about Pete.

All of the sentences use the words correctly.

3. Sue says Tanglewood Works focuses on products that are handmade, reclaimed and recycled.

The question is: What does Sue tell Anna about her store?

4. Sue tells Anna that the broken wood pieces wanted her to save them from the dumpster. She could almost hear them say, "Save me, Sue! Save me!"

The question is: What does Sue say about the wood pieces Anna is looking at?

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

Writing

Ask students to write their answer to the question below in one or more paragraphs using a "Hamburger Paragraph" format as taught earlier. Write the words or phrases you think they may need on the board. Here is the writing prompt:

Compare the times when you talk with friends and when you speak publicly. How do you feel when you have to speak in front of a group of people? How is that different from talking with a group of your friends?

If time allows, have students exchange their writing with another student and discuss their work.

Conversation

- Anna: (on phone, to Pete) Got it. Pete, I promise. I won't tell anyone. (to herself) Bye. He is so strange.
- Ashley: Hey, Anna!
- Anna: Hi, Ashley!
- Ashley: Are you talking to yourself again?
- Anna: No, not this time. I was talking to Pete.
- Ashley: How's he doing?
- Anna: Good. He has a birthday coming up! But he told me not to tell anyone.
- Ashley: Why?
- Anna: Well, from the way he was speaking, I don't think he likes cake or presents or fun.
- Ashley: That sounds like Pete.
- Anna: Well, I don't care. I'm getting him a present. Do you know where I can buy something unique?
- Ashley: I do -- Tanglewood Works. You will definitely find something unique there.
- Anna: Great. I'll go this weekend. Now, speaking of Pete's birthday, what else should I do? I know. I'll rent him a clown!
- Ashley: Yeah, he'll never speak to you again. (Anna goes to Tanglewood Works.)
- Sue: Hey there. Welcome to Tanglewood Works! I'm Sue. How can I help you today?
- Anna: Hi Sue, I'm Anna. A friend told me about your store. She said, "Anna, this place is really unique!"
- Sue: We are! Here at Tanglewood Works, we focus on things that are handmade, reclaimed and recycled.
- Anna: Wow! That is really good for the environment.
- Sue: It's good for you too. Local artists made all of these one-of-a-kind pieces. And I paint most of the furniture.
- Anna: Can I look around?
- Sue: Oh, please do. (Anna walks around the store.)
- Sue: So, Anna, do you like to make things?

Anna: Me? Oh, no. Every time I try to make something, something goes wrong.
(She knocks down many things.) Oh, sorry. Sorry.

Sue: It's okay. Anna, everybody can make something.

Anna: Sue, this piece is very interesting!

Sue: You know, when I found these pieces, they were broken and in a dumpster.
But they spoke to me. And they said, "Save me, Sue! Save me!"

Anna: Sue, what do you mean they "spoke" to you?

Sue: When I see something special that someone has thrown away, I can almost
hear it talk.

Anna: It's not saying anything!

Sue: Anna, it's not easy to see the treasure in trash.

Anna: Or hear it talk.

Sue: But you can learn. In fact, I teach private classes. And one is called Turning
Trash to Treasure.

Sue: Next week, bring in some trash and we'll turn it into treasure. Just remember
– pick some trash that "speaks" to you.

Anna: Got it! I'll see you next week!

Key Words

ability	<i>n</i>	the power or skill of doing something
cake	<i>n</i>	a sweet baked food made from a mixture of flour, sugar, and other ingredients (such as eggs and butter)
communication	<i>n</i>	the act or process of using words to express your ideas, thoughts, feelings,
conversation	<i>n</i>	an informal talk involving two people or a small group of people
definitely	<i>adv</i>	in a way that is certain or clear
dumpster	<i>n</i>	a large trash container
furniture	<i>n</i>	chairs, tables, beds, et cetera that are used to make a room ready for use
focus	<i>v</i>	to direct your attention or effort to something specific
handmade	<i>adj</i>	made with your hands or by using hand tools
environment	<i>n</i>	the natural world
local	<i>adj</i>	located or living nearby
one of a kind	<i>adj</i>	used to say that something is the only one of its kind
polite	<i>adj</i>	having or showing good manners or respect for other people
present	<i>n</i>	gift
presentation	<i>n</i>	an activity in which someone shows, describes, or explains something to a group of people
private	<i>adj</i>	for the use of a single person or group
reclaimed	<i>adj</i>	describes getting (a usable thing) from materials that have been used before
recycled	<i>adj</i>	describes something new that was made from something used before

request	<i>n</i>	an act of politely or formally asking for something
situation	<i>n</i>	the facts, conditions and events that affect someone or something at a particular time and in a particular place
strange	<i>adj</i>	different from what is usual, normal, or expected
trash	<i>n</i>	things that are no longer useful or wanted and that have been thrown away
treasure	<i>n</i>	something that is very special, important or valuable
unique	<i>adj</i>	used to say that something or someone is unlike anything or anyone else

Quiz - Level 2, Lesson 21 - Trash to Treasure, Part One

Listen. Circle the letter of the correct answer.

1. What does Anna want to know?

- a. Where she can find a unique gift for Pete
- b. Why Ashley is asking about her phone call
- c. When Pete started to become so strange
- d. Why she can't talk about Pete's birthday

3. What does Sue tell Anna about her store?

- a. Local artists help her paint most of the store's furniture.
- b. Tanglewood Works sells the most unique gifts in town.
- c. Her store sells handmade, reclaimed and recycled things
- d. Sue says all of these things about Tanglewood Works.

2. Which sentence uses "talk" or "speak" correctly?

- a. Anna and Ashley speak English fluently.
- b. Pete doesn't like talking about his birthday.
- c. Ashley and Anna were talking about Pete.
- d. All of the sentences use the words correctly.

4. What does Sue say about the wood pieces Anna is looking at?

- a. They asked her to turn them into furniture.
- b. They wanted her to save them from the dumpster.
- c. They told her to teach Anna how to fix them.
- d. They spoke the same language that Sue speaks.



Small Talk Topics

<p>Your birthday (month)</p> <p>Answer: _____</p> <p>Name: _____</p>	<p>Something you like to do on weekends</p> <p>Answer: _____</p> <p>Name: _____</p>	<p>How you come to class (means of transport)</p> <p>Answer: _____</p> <p>Name: _____</p>
<p>Your home (neighborhood)</p> <p>Answer: _____</p> <p>Name: _____</p>	<p>Number of brothers and sisters</p> <p>Answer: _____</p> <p>Name: _____</p>	<p>Something you are going to do tomorrow</p> <p>Answer: _____</p> <p>Name: _____</p>
<p>Your brand of mobile phone</p> <p>Answer: _____</p> <p>Name: _____</p>	<p>Something you did yesterday</p> <p>Answer: _____</p> <p>Name: _____</p>	<p>A sport you like to play</p> <p>Answer: _____</p> <p>Name: _____</p>
<p>A hobby</p> <p>Answer: _____</p> <p>Name: _____</p>	<p>Your favorite kind of movie</p> <p>Answer: _____</p> <p>Name: _____</p>	<p>A food you like</p> <p>Answer: _____</p> <p>Name: _____</p>

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Shopper Instructions

Your shopping list shows details of the items you want to buy, including the size, color and budget for each item. Go around the classroom to talk with the shopkeepers. Ask about the things you want to buy.

If a shop's item is over your budget, go to the next item on your shopping list. If the item costs less than your budget price, write the amount you saved on your shopping list.

You can use money saved to help buy an item that is above your budget price. If you cannot find what you want, ask for another item or move on to another shop.

Shopping List 1			Shopping List 2		
	Budget	Saved		Budget	Saved
T-shirt - Size L (green)	\$10		T-shirt - Size XL (white)	\$15	
Polo shirt - Size L (black)	\$10		Polo shirt - Size XL (blue)	\$20	
Jeans - Size 28	\$15		Jeans - Size 30	\$15	
Jacket - Gray	\$25		Jacket - Black	\$35	
Running shoes - Size 9	\$45		Running shoes - Size 10	\$60	
Shopping List 3			Shopping List 4		
	Budget	Saved		Budget	Saved
T-shirt - Size L (white)	\$5		T-shirt - Size XL (green)	\$10	
Polo shirt - Size L (blue)	\$30		Polo shirt - Size XL (black)	\$20	
Jeans - Size 32	\$30		Jeans - Size 34	\$20	
Jacket - Blue	\$40		Jacket - Brown	\$30	
Running shoes - Size 8	\$65		Running shoes - Size 7	\$55	

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Walter's Wears

Here are the items you have for sale. You have only one of each item to sell. Check the box next to the item after you sell it.

T-shirt - Size L (white)	\$10	<input type="checkbox"/>
Polo shirt - Size XL (blue)	\$25	<input type="checkbox"/>
Jeans - Size 28	\$20	<input type="checkbox"/>
Jacket - Brown	\$30	<input type="checkbox"/>
Running shoes - Size 10	\$55	<input type="checkbox"/>



Bell's Boutique

Here are the items you have for sale. You have only one of each item to sell. Check the box next to the item after you sell it.

T-shirt - Size XL (white)	\$10	<input type="checkbox"/>
Polo shirt - Size L (black)	\$15	<input type="checkbox"/>
Jeans - Size 34	\$25	<input type="checkbox"/>
Jacket - Gray	\$25	<input type="checkbox"/>
Running shoes - Size 8	\$60	<input type="checkbox"/>



Derrick's Designs

Here are the items you have for sale. You have only one of each item to sell. Check the box next to the item after you sell it.

T-shirt - Size XL (green)	\$15	<input type="checkbox"/>
Polo shirt - Size L (blue)	\$25	<input type="checkbox"/>
Jeans - Size 30	\$20	<input type="checkbox"/>
Jacket - Blue	\$40	<input type="checkbox"/>
Running shoes - Size 9	\$40	<input type="checkbox"/>



Fatima's Fashion

Here are the items you have for sale. You have only one of each item to sell. Check the box next to the item after you sell it.

T-shirt - Size L (green)	\$5	<input type="checkbox"/>
Polo shirt - Size XL (black)	\$15	<input type="checkbox"/>
Jeans - Size 32	\$35	<input type="checkbox"/>
Jacket - Black	\$35	<input type="checkbox"/>
Running shoes - Size 7	\$50	<input type="checkbox"/>





LEVEL 2 LESSON 22 TRASH TO TREASURE, PART 2

Topics

Making mistakes

Prepare Before Class

Print the Tell and Say handout

Print out the student Activity Sheet

Learning Strategy

Classify

Goals

Use tell and say

Day 1

Introduce the Lesson

Say, “In this lesson we watch Anna taking lessons from Sue on how to make treasures from trash. We will learn about how to use the verbs ‘tell’ and ‘say.’”

Ask students if they have ever made a gift for someone. Remind them that Anna wants to make a birthday present for Pete. Ask students if they have taken a class in crafting things. Explain that some stores that sell art supplies offer classes on how to use them.

Teach Key Words

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

In this lesson, Anna tries various crafts. Ask students what other words they know in English to talk about crafting things. If there is a local handicraft that students are familiar with, find an online instructional video about the craft in English or their native language. If possible in your classroom, play it without the sound and ask them to tell the steps for doing the handicraft in English. Ask students to tell about a craft they or their family members like to do.

Present the Conversation

Tell students that the video will show Anna taking lessons from Sue on making crafts. Play the video or audio of the conversation or hand out copies of the text from the Resources section. Ask students to act out the parts of the speakers either in small groups or for the whole class.



Professor Bot's Lesson

Introduction

Uh-oh. It looks like Anna doesn't know the difference between treasure and trash. She thinks those things are telling her something!

The words tell and say have similar meanings. But we use them in different ways.

"Tell" means "to inform or instruct someone with words" and is almost always followed by an indirect object. For example, Sue says, "Tell me about that."

Tell and Say

The word "me" is the indirect object and tells us who is being told.

"Say" means "to express something with words" and focuses more on the words used. For example, Anna says, "That's what it said. It said, 'Use me, Anna.'"

Listen for when Anna and Sue use "tell" and "say."

Final comment

Too bad Anna didn't follow instructions!

Tell and Say Activity

Expand on the information Professor Bot gave about using “tell” and “say:” “‘Tell’ means to inform or instruct someone with words. We use an indirect object (personal pronoun) with ‘tell’ to say who is receiving the information. ‘Tell’ is only used without an indirect object in a few expressions, such as: tell the time, tell the difference and tell the truth.”

Continue, “When we report a command or instruction, we usually also use the verb tell. When we do this, we use an infinitive verb after the indirect object.” Write on the board:

Command (in Direct Speech)

Read the instructions carefully.

Let’s talk about ideas for the show.

I can’t talk right now. I’ll call you later.

Reported Speech

She told Anna to read the instructions carefully.

Continue: “‘Use ‘tell’ in reported speech, sometimes in direct speech and with a personal pronoun.” Read or write these examples on the board:

Sue told Anna that she liked her lamp.

She told her to read the instructions carefully.

Anna told her that the broken toys wanted help.

Contrast the use of “say:” “‘Say’ means ‘to express something with words.’ When we use say, we do not focus on *who* is receiving the information. So, we do not use an indirect object (personal pronoun). Use say in these situations:” Write on the board:

In direct speech

In reported speech

Without a personal pronoun

Read these examples aloud or write them on the board.

Anna said the glue was very sticky.

Sue said that she had to take a call.

She said, “Don’t start without me.”

Give students the “Say and Tell” handout and ask them to complete the five sentences, then write five sentences of their own based on Lesson 21 or Lesson 22.

Learning Strategy

Say, “The learning strategy for this lesson is Classify. That means to sort things into different kinds or categories. Sue tells Anna in this lesson, ‘Sometimes trash is treasure. Sometimes it’s just trash.’ That is, Sue thinks the trash is not good for making things.”

Continue, “When you study science, you classify all kind of things. You can classify kinds of rocks, living things, chemicals, and processes. In learning English, or any language, what things can you classify?” Give students a chance to respond and write their suggestions on the board. Their answers may include:

- parts of speech - nouns, verbs, adjectives, adverbs
- kinds of language - formal, informal, slang, careful, fast
- kinds of verbs - regular, irregular
- kinds of nouns - common, proper, singular, plural
- kinds of speech - direct, reported

Ask students, “What did you learn to classify in the past few lessons? Will it help you to use those patterns in the future?” After students tell you, conclude with a comment on how useful this strategy can be in helping us understand how to use English well. Remind them in future lessons when you classify elements of English.

Activity

Explain the activity: “Have you heard of the game called ‘Two Truths and a Lie?’ We will play that game today to practice the strategy Classify. Here is how it goes: We will make groups of 3 or 4. Each member of the group lists two facts about themselves (these are your truths) and one lie - something that is not true about you. The others in your group will *classify* which things you said are facts and which are lies. If you tell a truth that most may not know and a believable lie, you will make it harder for your classmate to guess.”

Give an example for yourself: “I have five brothers, I am good at skating, and I once met the Prime Minister [or other public figure in your country].” Have students guess which thing you said is true. Their answers may include “said” or “told,” as in “You said you have five brothers. I think that is a lie - you do not have that many,” or “You told us that you met the Prime Minister, but I think that is a lie.”

Group students into groups of three or four, and give them the Activity Sheet. As you observe them, use the word “classify” to comment, “Do you classify that as a lie?” After the groups

are finished, ask several to share the most surprising fact they learned about their classmate or the funniest lie.

Day 4

Listening Quiz

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

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

1. Sue says, "Anna, this stuff is not saying anything to you or me or anyone. It's what we like to call in the business ... garbage."

The question is: What does Sue think about the trash that Anna brought?

2. Read the sentences or have students look at the choices on the quiz paper.

The question is: Choose the sentence with correct grammar.

3. Sue says, "Anna, I've got to talk to this person. I'll be right back. Don't start without me."

The question is: What instruction does Sue give Anna?

4. Sue says, "Remember: I said to read the instructions really carefully. Where are those instructions?" Then Anna says, "Let's just plug it in!"

The question is, "Why does Anna have a problem with her lamp?"

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

Writing

Ask students to write their answer to the question below in the form of instructions, using numbered steps. Write the words or phrases you think they may need on the board. Here is the writing prompt:

Explain how to make something, such as a dish you like to cook, a craft item or a simple toy. If time allows, have students exchange their writing with another student and discuss their work.

Conversation

Sue: Welcome to class, Anna. I can't wait to see your trash!

Oh, okay. Alright, it's a -- it's a net with a ... oh, it's got a hole in it. Tell me about that.

Anna: This net said to me, "Anna, I used to catch stuff. I don't anymore. So, use me, Anna." That's what it said. It said, "Use me, Anna."

Sue: Okay. So...it's a plastic helmet.

Anna: This plastic helmet said, "Anna. Hey, Anna, find me a head."

Sue: Okay, um...and a broken toy.

Anna: This broken toy ... this broken toy said to me – it said, "Anna, help me find fun."
"Help me, Anna" is what it said.

Sue: Anna, this stuff is not saying anything to you or me or anyone. It's what we like to call in the business ... garbage.

Anna: But you said to bring in trash.

Sue: Sometimes trash is treasure. Sometimes it's just trash.

Sue: Anna, don't worry. Next week, I could teach you decoupage.

Anna: Decoupage. Decoupage. That's fun to say.

Sue: All you need to bring is a clean shoe box. A box that held shoes.

Anna: I got it. I got it! See you next week!

Sue: Anna, welcome to Decoupage class. Decoupage is just gluing pretty pictures onto stuff.

Sue: (Sue gets a phone call.) Anna, I've got to talk to this person. I'll be right back. Don't start without me.

Anna: Got it.

(Sue leaves to take her phone call. Anna gets glue everywhere. She becomes covered with glue and paper.)

Anna: Okay. I can fix this.

Sue: Anna, what happened? I told you to wait for me!

Anna: Actually, you told me not to start without you, which I didn't. Your glue is really sticky.

Sue: Next week, let's try lamp making. There's – there's no glue. Here's a flier.

Anna: Thanks. See you next week.

Sue: Anna, you did really well this week. I think lamp making might be your thing!

Anna: Thanks, Sue. I did everything you told me to do.

Sue: Remember: I said to read the instructions really carefully. Where are those instructions?

Anna: Let's just plug it in!

(Anna plugs in the lamp and, suddenly, the city loses electricity.)

Anna: So, what class will you be teaching next week?

Key Words

actually	<i>adv</i>	used to stress that a statement is true especially when it differs in some way from what might have been thought or expected
command	<i>n</i>	an order given to a person to do something
decoupage	<i>n</i>	the art of decorating an object by gluing pictures onto it
electricity	<i>n</i>	a form of energy that is carried through wires and is used to operate machines, lights, etc
flier	<i>n</i>	a piece of paper that has something printed on it, such as an advertisement
focus	<i>v</i>	to direct your attention or effort at something specific
garbage	<i>n</i>	things that are no longer useful or wanted and that have been thrown out
glue	<i>n</i>	substance used to stick things tightly together
helmet	<i>n</i>	a hard hat that is worn to protect your head
hole	<i>n</i>	an opening in or through something
net	<i>n</i>	a device that is used for catching or holding things
paper	<i>n</i>	the material that is used in the form of thin sheets for writing or printing on, wrapping things, etc.
picture	<i>n</i>	a painting, drawing, or photograph of someone or something
plastic	<i>n</i>	a light, strong substance that can be made into different shapes and that is used for making many common products
plug	<i>n</i>	a part at the end of an electric cord that has two or three metal pins that connect the cord to a source of electricity
sticky	<i>adj</i>	covered in a substance that things stick to
stuff	<i>n</i>	materials, supplies, or equipment
thing	<i>n</i>	an object whose name is not known or stated

Quiz - Level 2, Lesson 22 - Trash to Treasure, Part Two

Listen. Circle the letter of the correct answer.

1. 1. What does Sue think about the trash that Anna brought?

- 2.
- c. The trash is not good for making things.
 - d. Sue thinks Anna is lying when she says the trash spoke.
 - e. The trash is too broken to be used.
 - f. Sue thinks all these things about the trash Anna brought.

7. 3. What instruction does Sue give Anna?

- 8.
- a. To do only a little bit of decoupage
 - b. Not to open the big bottle of glue
 - c. To be quiet while she's on the phone
 - d. Not to start the decoupage without her

5. 2. Choose the sentence with correct grammar.

- 6.
- a. Sue told that, "Sometimes trash is treasure."
 - b. Anna said that the broken toy wanted her help.
 - c. Sue said me that this stuff is not saying anything.
 - d. The trash is not good for making things.

5. 4. What does Sue say about the wood pieces Anna is looking at?

- 6.
- a. They asked her to turn them into furniture.
 - b. They wanted her to save them from the dumpster.
 - c. They told her to teach Anna how to fix them.
 - d. They spoke the same language that Sue speaks.



Complete the sentences with "said" or "told."

1. Anna _____ Pete's birthday is coming soon.
2. Ashley ____ her to go to Tanglewood Works to find a unique present for Pete.
3. Sue ____ Anna that things in her shop is handmade, reclaimed and recycled.
4. Anna _____, "Wow! That is really good for the environment."
5. Sue _____ Anna to bring in some trash next week.

Now, write 5 more sentences of your own about Lesson 21 or Lesson 22. Use forms of "say" or "tell."

6. _____
7. _____
8. _____
9. _____
10. _____

STEP 1

Write three things about yourself. Two of them should be true facts, and one should be untrue, but believable.

1. _____
2. _____
3. _____



STEP 2

Listen to your classmates. Classify facts and lies. What surprising facts did you learn? Did you hear any funny lies?



LEVEL 2
LESSON 23
ROCK
STAR

Topics

Telling someone about future plans

Prepare Before Class

Print the Future Continuous handout
Print out the student Activity Sheet

Learning Strategy

Set Goals

Goals

Using the future continuous tense

Day 1

Introduce the Lesson

Say, “In this lesson we watch Anna interviewing her favorite singer, Emma G. You will learn how to use the future continuous tense to talk about future plans.”

Ask students, “Do you have a favorite musician or singer? How do you learn about the singer?” Possible answers may include the singer’s social media pages or their television appearances.

Teach Key Words

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

In this lesson, Anna is excited about meeting Emma G. Anna plays a ukelele and a tambourine as Emma is singing her song. Anna also tries to sing along with Emma. Ask students to tell you the names of instruments they play or kinds of singing groups they are part of. Write the names on the board to expand students’ knowledge of music-related vocabulary.

Present the Conversation

Tell students that the video will show Anna interviewing singer-songwriter Emma G. Play the video or audio of the conversation or hand out copies of the text from the Resources section. Ask students to act out the parts of the speakers either in small groups or for the whole class.



Professor Bot's Lesson

Introduction

Anna and Ms. Weaver used the future continuous verb tense to talk about the interview.

We use future continuous to talk about actions that will be in progress at or around a time in the future.

For example, Ms. Weaver says, "Tomorrow, you'll be interviewing musician Emma G."

Future Continuous

There are two options for future continuous. The first is: will be + the -ing form of the verb.

And the second is: be + going to be + the -ing form of the verb. Keep watching for more!

Future Continuous Activity

Expand on the information Professor Bot gave about using the future continuous. “We use the future continuous verb tense for future actions that will continue for a period of time.”

Continue: “Future continuous is used only for action verbs. An action verb is a verb that expresses a physical or mental action. Examples are: ‘write,’ ‘read,’ ‘sing,’ ‘work,’ ‘think’ and ‘stop.’ Verbs like ‘be,’ ‘become,’ ‘feel’ and ‘look’ are not action verbs.” Write this summary on the board:

Future continuous:

- for action verbs only

- has two forms

Forms:

- will (not) be + ing verb

- be (not) + going to be + ing verb

Give an example from the conversation: “Tomorrow, you’ll be interviewing musician Emma G.”

Ask students to work in pairs to find other sentences using the future continuous in the conversation.

Conclude, “With the future continuous, we often shorten the part of the verb that comes after the subject. Look at the examples with ‘you’ll,’ ‘I’ll’ and ‘I’m.’”

Give students the Future Continuous handout. Ask students to sit with a partner. Explain the activity: “For this activity, please look at the time in each sentence. Then think of what you will be doing (or won’t be doing) at that time. Then guess what your partner will or won’t be doing at that time. Write it on your sheet. Ask your partner if your guesses were correct. Give yourself a point for each correct guess.”

After students have done the activity, ask several pairs to share what they learned from their guesses about their partner’s activities.

Learning Strategy

Say, “The learning strategy for this lesson is Set Goals. We set goals when we plan to do something. In this lesson, what do you think Anna’s goals are?” Give students a chance to review the conversation, if necessary, to identify one or two things that Anna seems to want. Possible answers may include: to play music with Emma, to spend time with Emma, or to become friends with Emma.

Continue, “When we are studying English, it is good to set goals for ourselves. Keeping a goal in mind helps us work harder to meet the goal. It is good to have a short-term goal -- something we look forward to doing in the next few months. And we also need to have a long term goal -- something that may be a year or more away. And make sure it is something that is possible. If my goal was to be a star basketball player [choose something unlikely for yourself], it would probably not be possible, because I am too short.”

Ask students, “What are your own goals for learning English?” If possible, hand out small cards for students to write on. “Take a moment to write your goals on the card or in your notebook if you want to keep it private.” If students are willing to share their goals, ask them to post them on the walls of the classroom or on the outside of a notebook to remind them as they study.

Activity

Explain the activity: “In this activity, you will imagine that your favorite musical group is coming to visit your town. As you are the president of the group’s local fan club, they have asked you to plan a sightseeing tour of your town. They have a free day and evening before the day of their concert.”

Ask students to form groups of three or four. Give each student a copy of the Activity Sheet. Continue with the instructions: “First, you need to set goals for the tour. What are the most interesting sights or locations in your town? Write them in the top box. Next, write a description of the tour that you will send to the musicians. Use sentences with the future continuous, like ‘First, we will be visiting...’ Write at least three sentences. Then, tell the members of your group about the planned tour.”

After students have each shared with their group, ask each group to choose the best tour of the area. Have a few students tell the class about their goals for the tour and read their description of the tour.

Listening Quiz

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

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

1. Professor Bot says, "We use future continuous to talk about actions that will be in progress at or around a time in the future."

The question is: Which sentence uses the future continuous correctly?

Read the sentences below or have students read them on the quiz paper.

She is going to be excited when she sees Emma G.

They will not be singing together on tomorrow's show.

Anna will be a smiling woman when Emma G arrives.

Emma G is going to be performing in many concerts there.

2. Emma says, "Well, that -- that's strange. Is that even -- is that even legal?"

The question is: What does Emma G want to know?

3. Anna says, (about Austin) "I can meet you there! We can have lunch." Talking about Chicago, she says, "I could drive over. We could hang out."

The question is: What does Anna suggest to Emma G?

4. Emma says, "Anna, there's no tambourine in this." Then Anna says, "I'm so sorry. I'm so sorry, Emma. See, I've always wanted to sing with you."

The question is: Why is Anna singing over Emma's song?

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

Writing

Ask students to write their answer to the question below in the form of a dialogue. Write the words or phrases you think they may need on the board. Here is the writing prompt:

Imagine you can meet your favorite singer or musician. Write a conversation between yourself and the singer or musician. Find out where they will be performing in the near future and tell them your own plans to attend their performances.

If time allows, have students pair with another student and act out their work for the class.

Song by Emma G

At the end of the lesson you will find the words to Emma G's song, "Just Drive." A video of her singing is available here: <https://tinyurl.com/lle2-eg>. If you can play the video in class, play it for as long as it takes for the singer to sing two lines, then stop and ask students what the singer said. At the end of the song hand them the sheet with the words and have them listen again.

Conversation

- Anna: Hello?
- Ms. Weaver: Anna, this is Ms. Weaver.
- Anna: Ms. Weaver!
- Ms. Weaver: Tomorrow, you'll be interviewing musician Emma G.
(Anna is very excited. She loves Emma G's music.)
- Anna: Emma G?! I will be talking to Emma G?!
- Ms. Weaver: Anna? Anna, are you there?
- Anna: Hello and welcome to The Music! Today, musician Emma G will be joining us here!
- Anna: She is a wonderful songwriter and an amazing singer. And I love her! Let's give a warm welcome to Emma G!
- Anna: Hi. Thank you for coming on the show, Emma G.
- Emma G: Of course. It's great to be here.
- Anna: Well, we can't wait to hear you sing. I listen to your music a lot. So, I feel like I know you. Is that strange?
- Emma G: Anna, listening to music can be a very personal experience. So, no, that's not strange.
- Anna: Good because I made something for you -- a video scrapbook of our friendship.
- Anna: I took photos of you and added myself. I worked on it all weekend.
- Emma G: Well, that -- that's strange. Is that even -- is that even legal?
- Anna: Now, Emma, let's talk about your schedule. Tell me ... I mean, tell us exactly where you will be and when. Exactly.
- Emma G: Sure. Well, in early June, I'll be performing at several venues across Austin, Texas.
- Anna: That's my vacation week. I can meet you there! We can tour the city. We can have lunch.
- Emma G: Um, yeah maybe. Then in mid-July, I'm going to be teaching at a music camp in Chicago.
- Anna: I'll be visiting my sister then. She only lives about six hours from Chicago! I

could drive over. We could hang out.

Emma G: Yeah, uh maybe. You know, maybe now is a good time for some music.

Anna: That's a great idea. Now, let's hear a song from Emma G.!

Emma G: I wrote this song a couple of years ago. It's called "Wary."

Emma G: Do you believe in happy endings?

Anna: Endings...

Emma G: Do you really believe that we could be...

Anna: Be...

Emma G: I think something is wrong. I hear a voice in the background.

Anna: Sorry. Sorry, Emma. That was me. I'm just so excited.

Emma G: No problem. I'm glad you like the song.

Anna: You go ahead. You go ahead.

Emma G: Okay. Do you believe in happy endings?

(She hears a tambourine playing and looks at Anna.)

Emma G: Anna, there's no tambourine in this.

Anna: I'm so sorry. I'm so sorry, Emma. See, I've always wanted to sing with you.

Emma G: Well, come on over then and we can sing a song together first.

Anna: No, I couldn't.

Emma G: Come on. It'll be fun.

Anna: Okay! Here. I brought my favorite song.

Emma G: Oh, uh okay. Actually, I like this song. Um, are you ready?

Anna: Yes! Yes!

Emma G: Okay.

Emma G & Anna:

*Every breath you take**

Every move you make

Every bond you break

Every step you take

I'll be watching you ...

I'll be watching you...

I'll be watching you...

**From "Every Breath You Take" by The Police*

Key Words

add	<i>v</i>	to put something with another thing or group of things
amazing	<i>adj</i>	causing great surprise or wonder
background	<i>n</i>	a position that attracts little attention
break	<i>v</i>	to separate something into parts or pieces often in a sudden and forceful or violent way
breath	<i>n</i>	the air that you take into your lungs and send out from your lungs when you breathe
bond	<i>n</i>	something (such as an experience, or feeling) that is shared between people or groups and forms a connection between them
form	<i>n</i>	a type or kind of something
future	<i>n</i>	the period of time that will come after the present time
hang out	<i>v</i>	(phrasal verb) to spend time relaxing, talking, or doing something with someone
interruption	<i>n</i>	to say things while another person is speaking
legal	<i>adj</i>	of or relating to the law
mental	<i>adj</i>	of or relating to the mind
personal	<i>adj</i>	relating to a person's private feelings, thoughts or problems
schedule	<i>n</i>	a plan of things that will be done and the times when they will be done
scrapbook	<i>n</i>	a book with blank pages to which you attach photographs, letters or newspaper stories to help you remember a person or time
songwriter	<i>n</i>	a person who writes the words or music to songs
step	<i>n</i>	one of a series of actions that are done to achieve something

tambourine	<i>n</i>	a small musical instrument that is held in one hand and played by shaking or hitting it with the other hand
tour	<i>n</i>	a series of performances, appearances, or competitions that occur at different places over time
wary	<i>adj</i>	not having or showing complete trust in someone or something that could be dangerous or cause trouble
venue	<i>n</i>	the place where an event takes place

Quiz - Level 2, Lesson 23 - Rock Star

Listen. Circle the letter of the correct answer.

1. Which sentence uses the future continuous correctly?

- a. She is going to be excited when she sees Emma G.
- b. They will not be singing together on tomorrow's show.
- c. Anna will be a smiling woman when Emma G arrives.
- d. Emma G is going to be performing in many concerts there.

3. What does Anna suggest to Emma G?

- a. She can meet Emma G in Austin, Texas.
- b. Anna and Emma G can have lunch together.
- c. Emma G and Anna could hang out in Chicago.
- d. She suggests all of these things to Emma G.

2. What does Emma G want to know?

- a. If it was legal for Anna to make the scrapbook
- b. Why Anna feels like she knows Emma G
- c. If Anna wants to perform a song with Emma G
- d. How Anna became such a strange person

4. Why is Anna singing over Emma's song?

- a. Emma G needs someone to sing in the background.
- b. Anna has always wanted to sing with Emma G.
- c. Emma wants to give Anna a chance to make music.
- d. Anna hopes that Emma G will sing her favorite song.



Use the future continuous to complete the sentences with information about what you will be doing at the times shown.

Use:

- will (or won't) be + ing verb
- be (not) + going to be + ing verb

Then, sit with a partner and write sentences, guessing what your partner will be doing at the same times.

1. After the lesson, I _____
I think my partner _____
2. At 8 p.m. this evening, I _____
I think my partner _____
3. On Saturday night, I _____
I think my partner _____
4. For dinner today, _____
I think my partner _____
5. At 7 a.m. tomorrow, I _____
I think my partner _____

Now, ask your partner what they will be doing at each of the times above. Award yourself one point for each correct guess.

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STEP 1

Your favorite musical group is coming to your town. They have asked you to plan a tour for them in your town. What are your goals for the tour? Write them below.



STEP 2

Write a plan for the tour using sentences like, "We will be visiting...." Write at least three sentences in the box. Tell your classmates about your plans for the tour.

"Just Drive" by Emma G

Saw you enter the room with that look in your eye
You made it so damn clear that I was on your mind
I wracked my brain in vain just to find an excuse
But you were watching me while I was watching you
And oh, I know I made it obvious
Subtlety and I are not friends
And deep inside I'm more than curious
Ahhh

We don't know where we're going
But think where we could be
I'll just keep on hoping
That it's only you and me
The road is paved with magick
And it's made for you and I
So baby just drive

Now we cut to a scene a couple months down the line
I tried to push you away, I guess I'm scared of flying
I told myself that I would make you King for a Day,
But you made me Queen, and I lost my way
And oh, I know I'm breaking promises
But rules and I are not friends
And deep inside you got me positive
Ahhh

We don't know where we're going
But think where we could be
I'll just keep on hoping
That it's only you and me
The road is paved with magick
And it's made for you and I
So baby just drive



LEVEL 2
LESSON 24
I FEEL
SUPER!

Topics

Giving warnings
Giving advice
Expressing preferences

Prepare Before Class

Print the Advice handout
Print out the student Activity Sheet

Learning Strategy

Rehearse

Goals

Using had better and would rather

Day 1

Introduce the Lesson

Say, “In this lesson Anna gets hit by lightning and, suddenly, can do amazing things. Or she thinks she can.”

Ask students, “Do you like to read books or watch movies about super heroes? What are their names?”

Teach Key Words

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

In this lesson, Anna thinks she has become a super hero. Ask students, “What powers does your favorite super hero have?” List them on the board and explain that in this lesson we will find out what powers Anna has.

Present the Conversation

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



Professor Bot's Lesson

Introduction

Oh No! Anna was just hit by lightning. She had better get help.

We use “had better” to give advice. It is very informal and stronger than “should” and “ought to.” For example, Anna says: “You’d better decide soon. Last year, it sold out.”

Using Had Better and Would Rather

When we use “had better,” we usually shorten the word “had” after personal pronouns.

We use “would rather” to say what we or someone else prefers to do or have. For example, the boy says: “Okay. If I had to choose, I’d rather be born a superhero.”

With “would rather,” we also shorten the word “would” when used with personal pronouns. Keep watching and listen for “had better” and “would rather.”

Giving Advice Activity

Expand on the information Professor Bot gave about using “had better.” “We use ‘had better’ to give advice. It is stronger than ‘should’ and ‘ought to.’ It tells us that there may be consequences if a person doesn’t take the advice.” Write these examples on the board:

You had better decide soon. Last year, it sold out.
(Consequence: The conference might sell out.)

Anna had better be careful with her superpowers!
(Consequence: Someone could get hurt.)

Continue: “The verb form is always had (not have) and we use a simple verb after had better. We also usually shorten had with personal pronouns: ‘I’d,’ ‘you’d,’ ‘he’d,’ ‘she’d,’ ‘we’d’ and ‘they’d better.’”

Give each student the Giving Advice handout. Pair students and ask them to begin by completing the top section independently. They are asked to write four sentences with general advice for people visiting their country. If students are uncertain about what to write, discuss the kinds of polite behavior that people in their country expect. Give some examples depending on the culture of your students’ home countries. For Japan, for example, advice might be “You should take off your shoes before entering someone’s home.”

Next, ask students to write four pieces of advice about the situations pictured on the handout. After students in pairs have finished, ask two pairs to get together and form a group of four. In the group, they should read one of their sentences and have the other pair guess the situation the advice is for.

Day 3

Learning Strategy

Say, “The learning strategy for this lesson is Rehearse. We rehearse when we try out new language patterns or vocabulary. In this lesson, Anna is rehearsing to act as a superhero. She thinks she can fly.”

Continue, “When we are studying English, we often need to rehearse - for example, before giving a presentation or before acting in a role play. In our daily life, we may rehearse for a job interview or an important ceremony.”

Ask students, “Does rehearsing before speaking English help you?” Give students a chance

to think and share their examples with the class. Possible answers may include, “It helps me feel more confident,” or “It helps me understand what I need to improve.”

Continue: “Think about the things you have done to rehearse as you prepared for using English in specific situations. Write in your notebook or on a sheet of paper: ‘How I Rehearse While Learning English.’ Look back at the list when you feel nervous about speaking English. I hope it will help you feel more confident.”

Activity

Review the use of “would rather:” “We use ‘would rather’ to say what someone prefers to do or have. It is very common in spoken English. We also usually shorten ‘had’ with personal pronouns: ‘I’d,’ ‘you’d,’ ‘he’d,’ ‘she’d,’ ‘we’d’ and ‘they’d rather.’”

Explain the activity: “In this activity, you will give your preferences using “would rather.” Ask students to form pairs. Give each student a copy of the Activity Sheet. Have two students demonstrate the activity by acting out the sample dialogue or provide a similar question of your own: “Would you rather have a one-hour test on Friday or four 15-minute quizzes from Monday - Thursday?”

Observe students as they work in pairs to complete the activity. Ask several pairs to share interesting reasons they heard from their partners for their preferences.

Day 4

Listening Quiz

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

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

1. Anna says, “So, since we’re talking about superheroes: would you rather become a superhero by accident, like Spiderman, or be born a superhero, like Wonder Woman?”
The question is: What is one thing Anna wants to know about the young man?

2. Professor Bot says, “We use ‘had better’ to give advice.”
The question is: Which sentence uses the new grammar correctly?

Read the sentences or ask students to read them on their paper.

The young man would better decide today.
Anna had rather become a superhero by accident.
She'd better see a doctor sometime soon.
All of these sentences use the new grammar correctly.

3. The young man says, "What was that!? Are you okay?" Then Anna answers, "I'm better than okay. I feel super!" The young man tells her, "You'd better see a doctor." Again, Anna answers him, "I've never felt better!"

The question is: Why does Anna think she doesn't need to see a doctor?

4. Anna says, "Now, I need to find my superpowers --"

The question is, What does Anna want to know?

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

Writing

Ask students to write their answer to the question below in the form of a dialogue. Write the words or phrases you think they may need on the board. Here is the writing prompt:

Conversation

- Anna: Hi! I see you like superhero culture. Me too. In fact, tonight I'm going to the big superhero convention. Are you going?
- Young man: Um, I don't know.
- Anna: Well, you'd better decide soon. Last year, it sold out. So, since we're talking about superheroes: would you rather become a superhero by accident, like Spiderman, or be born a superhero, like Wonder Woman? Take your time. It's a big question. I thought about it for days –
- Young man: Okay. If I had to choose, I'd rather be born a superhero.
- Anna: I'd rather become a superhero by an unexpected accident!
- Young man: Aren't all accidents unexpected?
- Anna: Well, yeah.
- Young man: What was that!? Are you okay?
- Anna: I'm better than okay. I feel super!
- Young man: You'd better see a doctor.
- Anna: I've never felt better!
- Young man: You were just struck by lightning!! And what happened to your hair and your clothes?
- Anna: I don't know. Wait, I do know. This is my super suit! And this is my origin story.
- Young man: What are you talking about?
- Anna: An origin story tells the beginning of a superhero. You should know that.
- Young man: You're not making any sense, lady.
- Anna: I would rather be called Lightning Bolt Lady! It'll sound great in a theme song: Lightning Bolt Lady!
- Anna: Now, I need to find my superpowers --
- Young man: Um, I really think --
- Anna: Wait. Don't tell me. I'll read your mind. You are thinking you'd like to be my super helper.
- Young man: I was not thinking that.
- Anna: ... that you'd like to live in a tree house.

Young man: No.

Anna: ... that you should eat more vegetables.

Young man: Please, stop talking. You really should get some help.

Anna: Mind reading is not my superpower. Maybe I can become invisible. I ... am ... invisible! You can't see me. Who am I? I'm not here. You can't see me.

Young man: I can see you and so can everybody else.

Anna: No power of invisibility. Maybe I can create a force field. I feel it working. Nothing can hurt –
(Someone throws a piece of paper and it hits her head.)

Anna: Ow, that wasn't very nice. I see I have a lot of work to do. Well, goodbye, non-super person!

Young man: Wait. I'd better go with you. You might get worse...if that's even possible.

Anna: That's very nice of you, ordinary human. But I'd rather go by myself. This is a quest.

Young man: Every time you speak, I get more confused.

Anna: A quest is a part of all superhero stories. You really need to work on your superhero studies. Now, stand back. I've never flown before.

Young man: And you're not flying now.

Anna: Flying is also not my superpower. That's too bad. It's going to be expensive to Uber everywhere. You know, I'd rather walk. It's a nice day. Goodbye, non-super person.

Young man: I am not talking to strangers again.

Announcer: Will Lightning Bolt Lady find her superpowers ... ever? Ouch! Did that brick wall hurt? Will the young man ever talk to a stranger again? Find out on the next episode of Let's Learn English!

Key Words

announcer	<i>n</i>	a person who gives information on television or radio
become	<i>v</i>	to begin to be or come to be something
brick	<i>n</i>	a small, hard block of baked clay that is used to build structures, such as houses, and sometimes to make streets
by accident	<i>expression</i>	in a way that is not planned or intended
create	<i>v</i>	to make or produce something
convention	<i>n</i>	a large meeting of people who come to a place for usually several days to talk about their shared work or other interests
consequence	<i>n</i>	something that happens as a result of a particular action or set of conditions
decide	<i>v</i>	to make a choice about something
force field	<i>n</i>	an invisible or transparent shield of energy that some superheroes produce as a form of protection
human	<i>n</i>	a person
invisible	<i>adj</i>	impossible to see
lightning	<i>n</i>	the flashes of light that are produced in the sky during a storm
origin story	<i>n</i>	a story that informs the identity and motivations of heroes and villains in a comic book
prefer	<i>v</i>	to like someone or something better than someone or something else
power	<i>n</i>	physical force or strength
quest	<i>n</i>	a journey made in search of something
stand	<i>v</i>	to be in an upright position with all of your weight on your feet
superhero	<i>n</i>	a fictional character who has amazing powers, such as the ability to fly

superpower	<i>n</i>	a special power that only superheroes have
super suit	<i>n</i>	the special clothing that a superhero wears
theme song	<i>n</i>	a piece of music from a television program or film that is remembered as the music that represents that program or film
Uber	<i>v</i>	to ride in an Uber car
unexpected	<i>adj</i>	not expected
urgency	<i>n</i>	something that is very important and needs immediate attention
wall	<i>n</i>	the structure that forms the side of a room or building

Quiz - Level 2, Lesson 24 - I Feel Super!

Listen. Circle the letter of the correct answer.

1. What is one thing Anna wants to know about the young man?

- a. If he would buy her a ticket to tonight's Superhero Convention
- b. Anna wants to know if he likes superhero culture more than her.
- c. If he would rather be born a superhero or become one by accident
- d. Anna wants to know all of these things about the young man.

3. Why does Anna think she doesn't need to see a doctor?

- a. Anna's origin story says lightning cannot hurt her.
- b. She would rather not tell the doctor what happened.
- c. Anna feels great and thinks she is now a superhero.
- d. She doesn't think she needs a doctor for all these reasons.

2. Which sentence uses the new grammar correctly?

- a. The young man would better decide today.
- b. Anna had rather become a superhero by accident.
- c. She'd better see a doctor sometime soon.
- d. All of these sentences use the new grammar correctly.







4. What does Anna want to know?

- a. What foods the young man eats
- b. Why she cannot read the young man's mind
- c. What superpowers she now has
- d. Why the young man doesn't want to be her helper

A. Complete the four sentences with advice for people visiting your country for the first time.

1. You should (n't)
2. You'd better (not)
3. If I were you,
4. You ought (not) to

B. Now, work with a partner. Write four pieces of advice for the modern-day situations below. Use a different structure for giving advice each time.

<p>Using mobile phones</p> 	<ol style="list-style-type: none"> 1. _____ 2. _____ 3. _____ 4. _____
<p>Using social networking sites</p> 	<ol style="list-style-type: none"> 1. _____ 2. _____ 3. _____ 4. _____
<p>Meeting People</p> 	<ol style="list-style-type: none"> 1. _____ 2. _____ 3. _____ 4. _____
<p>Getting around</p> 	<ol style="list-style-type: none"> 1. _____ 2. _____ 3. _____ 4. _____
<p>Visiting someone's home</p> 	<ol style="list-style-type: none"> 1. _____ 2. _____ 3. _____ 4. _____
<p>Dining out</p> 	<ol style="list-style-type: none"> 1. _____ 2. _____ 3. _____ 4. _____

C. Join with another pair. Take turns choosing a situation at random and read one of your pieces of advice to the other pair. The other pair has to guess which situation the advice is for. If the pair guesses correctly, they score four points. If they guess incorrectly, read a second piece of advice. The pair then guesses again for three points and so on.

STEP 1

Look at the "would you rather" questions. Ask your partner each question, then ask, "Why?" for each of their answers.



Would you rather travel to the past or to the future?

Would you rather be best friends with a celebrity or have your dream job?

Would you rather play a sport professionally or be an actor / actress?

Would you rather live on the moon or at the bottom of the sea?

Would you rather be a chef or a waiter?

Would you rather eat chocolate for an entire day or broccoli?

STEP 2

Write a sentence about what your partner would rather do on the lines below each question. Is it the same as your own choice or different?

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LEVEL 2
LESSON 25
ONLY
HUMAN

Topics

Giving help
Talking about achievements

Prepare Before Class

Print the Past Perfect Continuous handout
Print out the student Activity Sheet

Learning Strategy

Self Talk

Goals

Using past perfect continuous

Day 1

Introduce the Lesson

Say, “In this lesson Lightning Bolt Lady goes looking for her superpowers. But will she ever find them? And will she find someone to help? We will find out today.”

Ask students, “What do you think of Lightning Bolt Lady? Do you think it’s possible for a human to get superpowers?”

Teach Key Words

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

In this lesson, Anna tries to use her superpowers to help people. Ask students, “If a superhero came to our classroom, how could they help us to learn English better?”

Present the Conversation

Tell students that the video will show Anna looking for ways to help people with her superpowers. Play the video or audio of the conversation or hand out copies of the text from the Resources section. Ask students to act out the parts of the speakers either in small groups or for the whole class.



Professor Bot's Lesson

Introduction

Oh No! Anna was just hit by lightning. She had better get help.

Using Past Perfect Continuous

I can't wait to hear this one! But first, let's talk about grammar. Professor Bot is on vacation this week. I'm the announcer. So, I'm going to tell you about the past perfect continuous.

We use this verb tense to show that an action started in the past and continued to another time or action in the past.

For example, I said, "She had been walking into that wall for about 15 minutes when she had a great idea."

"Had been walking" is the past perfect continuous of the verb walk. It's "had been" plus the -ing form of the verb.

You'll hear me use this verb tense a few more times today.

Final comment

Now, what am I forgetting? Oh right! Lightning Bolt Lady's great idea.

Past Perfect Continuous Activity

Print enough of the Past Perfect Continuous handouts for one per group of four students. Divide the students into groups of four. Groups of three are also possible by removing one card. Ask students to separate the handout so each member of the group has one card

with a sentence beginning and six blank lines. Explain the combination of the past perfect continuous tense with the simple past tense: “The past perfect continuous tense is like the past perfect tense, but it expresses longer actions in the past before another action in the past. Because of this quality, we often find a nearby statement in the simple past tense. For example: ‘The young man had been reading for an hour when Anna asked him about superheroes.’ The past perfect progressive tense verb is ‘had been reading’ and the simple past tense verb is ‘asked.’ In the activity today we will practice these two tenses together.”

Introduce the activity: “We will play a game to make some long sentences. They will include both the past perfect continuous and the simple past tense. You will alternate the two tenses to make a funny long sentence. On the card, it will look like this:” Write on the board:

Sentence in the past perfect continuous

1. Sentence using the simple past
2. Sentence using the past perfect continuous
3. Sentence using the simple past
4. Sentence using the past perfect continuous
5. Sentence using the simple past
6. Sentence using the past perfect continuous
7. (optional) Sentence using the simple past

Say, “Let’s begin with this:” Write on the board:

They had been riding camels through the desert for half a day...

Ask students for ideas using the simple past to create the next part of the sentence, for example, “...before it started raining,” “...when they saw an ice cream shop,” etc. Choose one of the student’s examples and write it on the board:

...when they saw an ice cream shop

Next, ask students for ideas in the past perfect continuous to create another part of the sentence and write a student’s example on the board:

...and since they had been looking for one for an hour

Continue until the students have created a long sentence. Here is an example:

They had been riding camels through the desert for half a day, when they saw an ice cream shop and since they had been looking for one for an hour, they stopped for a break because one of the children had been complaining about the heat but then the ice cream shop

closed because the workers had been wanting to see the camels.

Give instructions to the groups of students: “ Each of you has a card with a sentence. Silently, read the part of a past perfect continuous sentence at the top of your card. Then, write a simple past part on line one of the box underneath to continue the sentence. Now this is important: **fold along the dotted line** above the box so that only the part you wrote appears.”

Check to make sure students understand and complete the first instruction. Then, tell students to pass their card to the person on their right who writes a part of a past perfect continuous sentence on line two. Students then fold along the dotted line as before so only their sentence half shows.

This process is repeated with students writing past perfect continuous and past simple sentence halves alternately until the card is complete.

Students correct any mistakes in the sentences as they go. Finally, each group chooses the best or most amusing long sentence and reads it to the class.

Day 3

Learning Strategy

Say, “The learning strategy for this lesson is Self Talk. That means to encourage yourself by telling yourself about your abilities. In this lesson, Lightning Bolt Lady tells herself about her superpowers. She says, “Super-speed walking is definitely one of my superpowers.” Later, she says, “Wow! I can charge a lot of batteries with this superpower!”

Continue, “When we are learning English, it can help to tell ourselves what we know how to do.” Give an example from your own experience if possible. “For example, once when I was in school, I had to talk to a group of teachers in English. I was nervous. I told myself, ‘You know what you want to say. You practiced it. You can do this!’ That made me feel more confident and I gave the talk with no problems. Afterward, someone came to me and said I seemed very calm and sure of myself.”

Ask, “How about you? Have there been times when you used Self Talk to give yourself more confidence? Write about it in your notebook. And the next time you are feeling uncertain about your ability, try using Self Talk to help yourself use English bravely.” Ask students to share what they have written about using Self Talk.

Activity

In this activity, students will complete a story about a young woman who becomes a flight attendant. Give students the Activity Sheet and ask them to complete the blanks in the story about Nilsa. Check their answers as a class, pointing out the appropriate use of the simple past and the past perfect continuous.

Have students get into pairs. Explain the activity: “Next, please interview your partner about their greatest accomplishment. Write a similar story using the simple past and the past perfect continuous.

After students have finished writing about each other’s accomplishments, ask for volunteers to retell the story to the class.

Day 4

Listening Quiz

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

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

1. The announcer says, “When last we saw Anna, she had made a new friend. And they had been talking about superheroes for a while when suddenly Anna became Lightning Bolt Lady! She tried to find her superpowers. But it did not go well. She can’t fly, become invisible or create a force field. And she really cannot walk through walls. She had been walking into that wall for about 15 minutes when she had a great idea.

The question is: What does the announcer say about Lightning Bolt Lady?

2. The announcer says, “I’m going to tell you about the past perfect continuous. We use this verb tense to show that an action started in the past and continued to another time or action in the past. For example, I said, “She had been walking into that wall for about 15 minutes when she had a great idea.” Had been walking is the past perfect continuous of the verb walk. It’s ‘had been’ plus the -ing form of the verb.”

The question is: Which sentence uses the new grammar correctly?

Read the sentences below or have students read them on their quiz paper:

They have been talking about superheroes for a while when suddenly Anna became Lightning Bolt Lady.

She had been walked into that wall for about 15 minutes when she had a great idea. She had been looking for hours for someone to help when she found her chance.

3. Lightning Bolt Lady says, “Lightning is really fast and I like speed walking. So, maybe one of my superpowers is super-speed walking! Check! Super-speed walking is definitely one of my superpowers.”

The question is: What superpower does Lightning Bolt Lady learn that she has?

4. Lightning Bolt Lady says, “But you don’t have enough firewood. Using my super-speed walking, I will get more.”

The question is, What is one way that Lightning Bolt Lady helps the children?

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

Writing

Ask students to write their answer to the question below in the form of a superhero story like Lightning Bolt Lady’s. Write the words or phrases you think they may need on the board. Here is the writing prompt:

Imagine that you could have any two superpowers you want. What is your superhero name? What are your superpowers? Write about how you use them to help others.

When students have finished, ask them to exchange papers and read each other’s work. Collect the stories to make a class superhero book.

Conversation

Announcer: When last we saw Anna, she had made a new friend. And they had been talking about superheroes for a while when suddenly Anna became Lightning Bolt Lady! She tried to find her superpowers. But it did not go well. She can't fly, become invisible or create a force field. And she really cannot walk through walls. Ouch, Lightning Bolt Lady. She had been walking into that wall for about 15 minutes when she had a great idea.

Lightning Bolt: I just had a great idea! If I want to know my superpowers, I'll need to learn about lightning!

Announcer: So, she read many books about lightning.

Lightning Bolt: Wow. A lightning strike usually lasts less than a second.

(She tells this to a person and he slowly moves away.)

Lightning Bolt: Lightning is really fast and I like speed walking. So, maybe one of my superpowers is super-speed walking! (to stranger) Bye!

(She begins to super-speed walk.)

Lightning Bolt: Check! Super-speed walking is definitely one of my superpowers. Lightning has millions of volts of electricity. Amazing!

(She puts her hand up and lightning bolts shoot from her fingers.)

Lightning Bolt: Wow! I can charge a lot of batteries with this superpower!

Announcer: She had been looking for hours for someone to help when she found her chance.

Woman: Hello? Hello? I'm sorry. I'm going to have to call you back. My phone is dying.

Lightning Bolt: Excuse me, I can charge your phone.

Woman: Really? Thanks!

Lightning Bolt: (singing) I'm Lightning Bolt Lady!

(She takes the woman's phone and shoots it with a lightning bolt. But it turns into ashes. Then, she gives the woman lots of money and smiles and says goodbye.)

Announcer: She had been practicing her superpowers all day. Suddenly, she heard a terrible sound – a child's disappointment.

Announcer: These children tried to light a fire for over an hour. But then, they gave up.

Parent: Hey kids, that wood will never burn. It's too wet.

Lightning Bolt: Small humans, what is wrong?

Child: Stranger danger!

Lightning Bolt: (singing) I'm Lightning Bolt Lady!

Young Man: Oh no. It's you.

Lightning Bolt: We meet again. And guess what: I found my superpowers.

Child: Well, we need a fire to toast the marshmallows to make S'mores.

Lightning Bolt: I can help.

Young Man: We don't need a super-speed walker but thanks!

Lightning Bolt: Super-speed walking is just one of my superpowers. I can also do this!
(She tries to use her lightning bolts but it doesn't go well.)

Lightning Bolt: Sorry! Let me do it again.
(She lights the fire with her lightning bolts.)

Children: Thanks, Lightning Bolt Lady!

Young Man: (singing) Lightning Bolt Lady!

Lightning Bolt: You're welcome. But you don't have enough firewood. Using my super-speed walking, I will get more.
(She super-speed walks around to get firewood.)

Parent: Lightning Bolt Lady, come back! A lightning storm is coming!

Lightning Bolt: Not a chance! There's not a cloud in the ...

Child: Lightning Bolt Lady, are you okay?

Child: Where's your super-suit?

Anna: Oh no! I've lost my superpowers!

Young Man: It's starting to rain. Do you want to go inside and eat some S'mores?

Anna: You read my mind. You know, I thought mind reading would be one of my superpowers. But it wasn't.

Child: That'd be a cool superpower.

Child: But I'd rather be able to talk to animals.

Key Words

ash	<i>n</i>	the soft gray powder that remains after something, such as wood, has been completely burned and destroyed by fire
average	<i>adj</i>	a number that is calculated by adding quantities together and then dividing the total by the number of quantities
battery	<i>n</i>	a device that is placed inside a machine (such as a clock, toy, or car) to supply it with electricity
cause	<i>v</i>	something or someone that makes something happen or exist
charge	<i>v</i>	to give an amount of electricity to something
cloud	<i>n</i>	a white or gray mass in the sky that is made of many very small drops of water
definitely	<i>adv</i>	without doubt
disappointment	<i>n</i>	the state of feeling of being disappointed
firewood	<i>n</i>	wood used to make fire
give up	<i>phrasal verb</i>	to stop an activity or effort
marshmallow	<i>n</i>	a soft, white, sweet food made of sugar and eggs
million	<i>n</i>	the number 1,000,000
not a chance	<i>expression</i>	there is no possibility
second	<i>n</i>	a unit of time that is equal to $1/60$ of a minute
s'mores	<i>n</i>	a sweet snack consisting of a chocolate bar and toasted marshmallows sandwiched between graham crackers
strike	<i>n</i>	the act of hitting something with force
terrible	<i>adj</i>	very shocking and upsetting
volt	<i>n</i>	a unit for measuring the force of an electrical current

Quiz - Level 2, Lesson 25 - Only Human

Listen. Circle the letter of the correct answer.

1. What does the announcer say about Lightning Bolt Lady?

- a. She made a new friend.
- b. She has not found her superpowers.
- c. She walked into a wall.
- d. The announcer says all of these things

3. What superpower does Lightning Bolt Lady learn that she has?

- a. Reading and learning things very quickly
- b. Making lightning strike longer than a second
- c. Speed-walking at a much faster speed
- d. She finds out all of these are her superpowers.

2. Which of these sentences correctly uses the past perfect continuous verb tense?

- a. They have been talking about superheroes for a while when suddenly Anna became Lightning Bolt Lady.
- b. She had been walked into that wall for about 15 minutes when she had a great idea.
- c. She had been looking for hours for someone to help when she found her chance.
- d. All of these sentences use the past perfect continuous verb tense correctly.

4. What is one way that Lightning Bolt Lady helps the children?

- a. She teaches them how to start a fire with lightning.
- b. She gets more firewood using super-speed walking.
- c. She shows them the best places to find firewood.
- d. She does all of these things to help the children.



Sample: They had been riding camels through the desert for half a day, when they saw an ice cream shop and since they had been looking for one for an hour, they stopped for a break because one of the children had been complaining about the heat but then the ice cream shop closed because the workers had been wanting to see the camels.

Jessica had been running as fast as she could for what felt like hours...	Luke had been hanging on to the rope for as long as he could...
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
We had been standing on the roof of our car for about half an hour...	I had been trying to move the rock by myself for several minutes...
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.



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STEP 1

Complete the story with the verbs in brackets in their simple past or past perfect continuous form.

Nilsa's Greatest Achievement

Yesterday was my first day on the job as a flight attendant. Before I (1) (be) hired for this position, I (2) (apply) for flight attendant jobs since I graduated from high school! It's not an easy job to get. I (3) (work) as a travel agent for nearly seven years until High Skies Airlines (4) (call) me. I (5) (have) my interview a month ago. I (6) (be) a bit nervous, but I still (7) (feel) ready because I (8) (prepare) for two weeks. I'm definitely proud to say that this has been one of my biggest achievements!



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STEP 2

Interview your partner. What is his or her greatest achievement? What was the achievement and when did it happen? What had he or she been doing before achieving it? How long had he or she been preparing for it and how? Write a paragraph using the simple past and the past perfect continuous.

Blank area for writing the interview response.



LEVEL 2
LESSON 26
LOOK-ALIKES

Topics

Talking about similarities and differences

Prepare Before Class

Print the two-page Describing People handout

Print out the student Activity Sheet

Learning Strategy

Find and Apply Patterns

Goals

Learn language for describing people

Review comparatives

Day 1

Introduce the Lesson

Say, “In this lesson Anna learns that there is someone who looks just like her. In English, we call such a person a ‘look-alike.’ Have you ever met or heard of two people who are not related but look like each other?” Give students a few minutes to tell about look-alikes they know.

Continue, “In this lesson, we will learn how to talk about similarities and differences between people.”

Teach Key Words

Have students repeat the new words for this lesson after you say them. The list of words can be found in the Resources section. Choose a vocabulary practice activity from the How-to Guide to help students learn the new words. Make sure students understand that “evil” means “bad” or “causing harm or injury to someone.”

Say, “In this lesson, Anna meets her ‘evil twin.’ Her name is a play on words: ‘Evil Anna.’ The evil twin, or two different personalities within one person, is an idea from fiction. Have you read any stories that use that idea? One is ‘The Strange Case of Dr Jekyll and Mr Hyde’ by Robert Louis Stevenson. Because of this book’s popularity, English speakers use the expression, ‘Jekyll and Hyde’ to describe opposite characteristics in one person.” Ask

students to share similar stories from their own culture.

Day 2

Present the Conversation

Tell students that the video shows Anna meeting her look-alike at work. Play the video or audio of the conversation or hand out copies of the text from the Resources section. Ask students to act out the parts of the speakers either in small groups or for the whole class.



Professor Bot's Lesson

Introduction

Two Annas? Today, we're reviewing ways to describe and compare people. Keep watching for descriptions of people!

Describing people

So, did you find anything? Here are a few things I found: Anna uses the words "look alike" to talk about the new consultant. She says, "We look alike, don't we?"

Penelope uses "than" and the comparative adjective "nicer" to compare Anna with the new consultant. She says, "You're much nicer than she is." Keep watching for more!

Describing People Activity

Give students the Describing People handout. Explain the activity: "Let's review the words we use to describe people. Then we will describe peoples' facial features." Ask for volunteers to read the sections on page one of the handout. For the section on body type, note that it is considered unkind to talk about someone's weight or body size. In this handout, the word "heavysset" is best avoided in direct conversation with the person being described.

For page two, pair students and ask them to apply their knowledge of describing facial features to describe the pictures of people. Have them write three sentences about the people.

Learning Strategy

Say, “The learning strategy for this lesson is Find and Apply Patterns. When Pete and Penelope tell Anna about her look-alike, they talk about her pattern of behavior. Can you find examples of what they say about Evilana?” As students respond, write the examples on the board:

She always wears a hat.

She’s not nervous or shy.

She’s mean.

Continue, “Pete applies those patterns by making a general comment about Evilana: ‘I met her and she is very difficult.’ Anna thinks the problem may be that Evilana is new. She thinks it is normal to feel nervous at a new job.”

Conclude, “Now let’s think about the patterns we use when learning English. When you started learning English, did you notice some patterns?” Ask students to talk in pairs and come up with some examples of patterns they know in English. One might be that when people talk about more than one of a thing, the /s/ sound follows the noun. Or the past tense usually sounds like /ed/ but after some sounds, like /p/ it becomes /t/. Explain, “When we understand a pattern like this, we can apply it by using it when we talk. In this lesson, you will learn some patterns for describing people. You can apply these in many other situations as you practice English.”

Activity

In this activity, students will review the language used to describe clothing and then describe what people are wearing. They will use the strategy Find and Apply Patterns to guess which people their partner is describing.

Pair students and give them the Activity Sheet. Ask each student to follow the instructions for Step One: review the sentences in the present, past, and present continuous tenses. Ask students to think of additional articles of clothing to add to the list. If they are having trouble thinking of items, there are some in the picture: vest, tie, belt and sandals.

For Step Two, ask students to choose two people from the picture and describe them to their partner without pointing them out. The partner should then guess who it describes. Then they should listen to their partner’s description and guess.

After students have completed their descriptions, have several describe people for the class and have the class guess which people they are describing.

Listening Quiz

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

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

1. Pete says, "Yesterday at work, I met a woman who looks just like you. She's tall and has curly hair. But even her face looks like yours. I met her and she is very difficult. She always wears a hat."

The question is: What does Pete tell Anna about the new consultant?

2. Anna says, "You know, we should get to know her better. Let's invite her to lunch!"

The question is: What does Anna say about the new consultant?

3. Evilana asks, "How much longer are you going to be?" Anna answers, "We'll be just a minute ...". Then Evilana says, "You had better hurry up. I need this room for a lecture. It's called: 'If You Want to Win, Others Must Lose.'"

The question is: What does Evilana want to happen?

4. Pete says, "Evilana 'accidentally' hit me. And she didn't even say sorry. She's so mean!" Anna says, "Haven't you heard? She's gone! She was given another assignment."

The question is, What do we learn about Evilana?

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

Writing

Ask students to write their answer to the question below. Write the words or phrases you think they may need on the board. Here is the writing prompt:

Think of a person in your family, a friend or someone else. Then, describe the person. What do they look like? What do they act like? Next, write a few sentences comparing yourself to that person with comparative adjectives and "than." For example, "I'm taller than my friend."

Have students exchange their work and check the use of the patterns studied in the Describing People activities.

Conversation

- Anna: This article is so interesting. Pete, listen to this: “Somewhere in the world there is someone who looks just like you.”
- Pete: No one is this handsome.
- Anna: Oh Pete, there’s something between your teeth.
(Pete tries to clean his teeth.)
- Pete: It is gone?
- Anna: No. No. It’s still there. There. You got it. But think of it: There could be two of us in the world!
- Pete: Two Annas?
- Pete: Actually, Anna, maybe your silly article is right. Yesterday at work, I met a woman who looks just like you.
- Anna: Really? Wait, are you making fun of me?
- Pete: Not this time.
- Pete: She’s tall and has curly hair. But even her face looks like yours. I think she’s a career consultant.
- Anna: I bet she has a lot of great advice. I can’t wait to meet her.
- Pete: Yes, you can. I met her and she is very difficult.
- Anna: Pete, she’s just new. We have to give her a chance. What’s her name?
- Pete: Evelynna or something like that. You can’t miss her. She always wears a hat.
- Penelope: So, Anna, have you met the new consultant yet?
- Anna: No. But I’ve already heard. We look alike, don’t we?
- Penelope: Yeah, but you don’t act alike. You’re much nicer than she is.
- Anna: Maybe she gets nervous at new jobs. Or maybe she’s shy. Let’s not judge, Penelope.
- Penelope: She’s not nervous or shy. She’s mean.
- Anna: You know, we should get to know her better. Let’s invite her to lunch!
- Penelope: Sorry but I’m busy that day.
(Penelope walks away. Anna yells after her.)
- Anna: Oh, that’s too bad. Hey, I haven’t picked a day yet!

(Anna and Pete are playing a game.)

Anna: This is going to be so much fun. Boy, I can't wait to play this game.

Evilana: How much longer are you going to be?

Anna: We'll be just a minute ...

(Anna turns around and sees her look-alike.)

Anna: You must be Evelana. I'm Anna. We are look-alikes!

Evilana: No, we're not. And my name is pronounced "Evil-ana."

Pete: Oh. This is going to be fun.

Evilana: You had better hurry up. I need this room for a lecture. It's called: "If You Want to Win, Others Must Lose." What is all this stuff, anyway?

Anna: It's a game. We're going to play at lunch.

Evilana: It's a stupid child's game!

Anna: It's a fun game. But yes, it is for children.

Evilana: Well, you may be childish but I'm not. And you look stupid with that thing on your head.

Anna: Well, you look serious with that look on your face. Come on, Pete. Let's play somewhere else.

Pete: Actually, I'm going to stay for Evilana's lecture.

Anna: Fine. You can learn new ways to beat people.

Evilana: He will. He will.

(Days later, Anna and Penelope are playing the game. Pete comes in. He has a problem with his eye.)

Anna: Okay. Am I a food?

Penelope: Nope.

Pete: Hey, do you guys have room for one more?

Penelope: Sure, Pete! Come on over. What happened to your eye?

Pete: Evilana "accidentally" hit me. And she didn't even say sorry. She's so mean!

Penelope: I told you so.

Anna: Here, Pete. Put on this headband. You'll feel better. Penelope, you're right. Evilana is an awful person!

Penelope: And violent. And now we have to work with her!

Anna: Haven't you heard? She's gone! She was given another assignment.

Penelope: What assignment?

Anna: I'm not sure. I think it has something to do with outdoors. Anyway, let's play!
Pete it's your turn.

Key Words

article	<i>n</i>	a piece of writing about a particular subject that is included in a magazine, newspaper, or on a website
beat	<i>v</i>	to defeat
bet	<i>v</i>	to think that something will probably or certainly happen
compare	<i>v</i>	to look at two or more things in order to see what is similar or different about them
describe	<i>v</i>	to say what something or someone is like
difficult	<i>adj</i>	stubborn or unreasonable
handsome	<i>adj</i>	pleasing to look at
headband	<i>n</i>	a band of cloth or some other material worn on or around your head
judge	<i>v</i>	to form an opinion about
lecture	<i>n</i>	a talk or speech given to a group of people to teach them about a particular subject
lookalike	<i>n</i>	someone or something that looks like another person or thing (also written: look-alike)
lose	<i>v</i>	to fail to keep or hold something wanted or valued
making fun	<i>expression</i>	tease, laugh at, or joke about someone in a mocking or unkind way
mean	<i>adj</i>	not kind to people; cruel or harsh
miss	<i>v</i>	to fail to see or notice
pronounce	<i>v</i>	to make the sound of a word or letter with your voice
shy	<i>adj</i>	feeling nervous and uncomfortable about meeting and talking to people
tooth	<i>n</i>	one of the hard, white objects inside the mouth that are used for biting and chewing (plural: teeth)
turn	<i>n</i>	an opportunity or responsibility to do or use something before or after other people

violent

adj

using or involving the use of physical force to cause harm or damage to someone or something

Quiz - Level 2, Lesson 26 - Look-alikes

Listen. Circle the letter of the correct answer.

1. What does Pete tell Anna about the new consultant?

- a. She looks like Anna.
- b. Pete says she's very difficult.
- c. She always wears a hat.
- d. Pete says all of these things.

3. What does Evilana want to happen?

- a. She wants Pete and Anna to leave the room.
- b. Evilana wants Pete to stay and watch her lecture.
- c. She wants Pete and Anna to act more like her.
- d. Evilana wants to know how to play the game.

2. What does Anna say about the new consultant?

- a. She doesn't look much like Anna.
- b. They should invite her to lunch.
- c. She judges people too quickly.
- d. They should stop talking about her.

4. What do we learn about Evilana?

- a. She has a new assignment.
- b. Evilana hit Pete in his eye.
- c. She did not apologize to Pete.
- d. We learn all of this about Evilana.



Describing People's Appearance

Build (body type)

- Adjectives: thin, slim, medium/average, heavyset
- Sentence structure: verb 'to be' + adjective
- Sentence structure: verb 'to have' + a/an + adjective + noun
- Example: She is slim.
He has an average build.



Height

- Adjectives: short, tall, medium/average (height)
- Sentence structure: verb 'to be' (am/are/is) + adjective
- Example: I am tall.
He is medium height.



Eyes

- Adjectives: brown, blue, green, hazel (brown and green together)
- Sentence structure: have/has + color + eyes
- Example: I have blue eyes.
She has brown eyes.

Hair

- Adjectives: short, shoulder-length, medium-length, long, curly, straight, wavy, black, brown, red, blond (for males), blonde (for females)
- Sentence structure: have/has + adjective + hair
- Example: I have short black hair.
She has shoulder-length straight hair.

Notes for describing hair:

- When you use more than one adjective to describe hair, use the adjective for length first and the adjective for color last.
- Example: I have short brown hair.
Mia has long blonde hair.

Glasses

- Sentence structure: wear or wears + glasses
- Example: I wear glasses.
Jason wears glasses.



Using 'both' to compare the appearance of two people

If something is true about two people, you can use the word 'both'. It can be at the start of a sentence, before the verb, or after the verb 'to be' (am/are/is).

- Example: Both Elizabeth and I have blue eyes.
Elizabeth and I both have blue eyes.
Both Sam and Tyler are tall.
Sam and Tyler are both tall.

Facial features

We use 'have' and 'has' to describe hair color, hair length and facial features.

Facial features are eyes, eyebrows, nose, mouth, lips, ears, chin, etc.

Example:



She has long brown hair.
She has big blue eyes.
She has a small nose.
She has a wide mouth and full red lips.

With your partner, take turns describing the people below.



Write three sentences comparing two or more of the people.

Example: The young man in the yellow shirt has longer hair than the man with a beard.

1. _____
2. _____
3. _____

STEP 1

Review what you know about describing clothing.

<p>Present simple form 'wear' Example: She wears a uniform to school.</p>	<p>Past simple form 'wore' Example: I wore a T-shirt and jeans yesterday.</p>	<p>Present continuous form 'wearing' Example: He is wearing a shirt and tie.</p>
---	---	--

What other items of clothing can you add to this list? Write your answers in the spaces below.

T - shirt	dress	sweater	shirt	_____	_____
jeans	skirt	suit	boots	_____	_____
sneakers	socks	trousers	shoes	_____	_____

STEP 2



Choose two of the people in the picture above. Without pointing to them, describe their hair and what they are wearing. See if your partner can guess which ones you are describing. Listen to your partner describe two other people and guess.



LEVEL 2
LESSON 27
FISH OUT
OF WATER

Topics

Invitations

Prepare Before Class

Print the Invitation and Sea Creatures handouts (if needed)
Print out the student Activity Sheet

Learning Strategy

Cooperate

Goals

Learning to make and accept or decline invitations

Day 1

Introduce the Lesson

Say, “In this lesson, Anna visits a friend on her houseboat. Anna says she wants to live on one. Have you ever seen a houseboat? What other unusual homes have you seen?” Give students a chance to describe interesting homes they have seen, such as treehouses, houses with unusual shapes, those made to look like other objects or made from unusual materials.

Continue, “In this lesson, we will also learn how to make invitations and accept or decline them politely.”

Teach Key Words

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

Say, “In this lesson, Anna talks about being afraid of sea creatures. She names barracuda, electric eel, great white shark, piranha and killer whale. If students are not familiar with these animals, use the additional handout for images to share with the class.

The lesson vocabulary includes an expression that relates to sea creatures: “like a fish out of water.” Ask students what other expressions in English they know related to fish.

Present the Conversation

Tell students that the video shows Anna visiting a houseboat. Play the video or audio of the conversation or hand out copies of the text from the Resources section. Ask students to act out the parts of the speakers either in small groups or for the whole class.



Professor Bot's Lesson

Introduction

Is Anna really ready for a houseboat?

Making invitations

Ms. Weaver invited Anna to dinner. When we make friendly, informal invitations, we use phrases like “Why don’t...?”

For example, Ms. Weaver said, “Why don’t you join us? My treat!”

That’s: “Why don’t” + the subject + the simple form of the verb.

Anna responded to the invitation by saying, “Thanks, but I already have plans.”

Keep watching for more examples of informal invitations!

Making Invitations Activity

Expand on Professor Bot’s comments on making invitations. “There are several ways to ask someone to do an activity with you. Here is one.” Write on the board:

Why don’t + subject + simple verb

Continue, “In this lesson we hear Ms. Weaver ask, ‘Why don’t you join us?’ We can also use this suggestion form.” Write on the board:

How about + subject + simple verb

Continue, “We hear Fannie ask her son, Phoenix, ‘How about you give Anna a tour...?’ Another kind of suggestion uses ‘Let’s.’” Write on the board:

Let’s + simple verb

Continue, “You see this in the name of this course - ‘Let’s learn English!’ Finally, we can make an invitation with”: Write on the board:

How would you like to + simple verb

“We hear Anna invite Ms. Weaver to her place by saying, ‘How would you like to hang out on my boat?’”

Give students the Invitations handout. Review the expressions for making, accepting, and declining invitations in the box. Ask students to write the invitation statement or question and both an acceptance response and a declining response. After students have finished, ask for volunteers to act out the invitations and responses.

Day 3

Learning Strategy

Say, “The learning strategy for this lesson is Cooperate. When Anna visits a friend living on a houseboat, the friend cooperates with Anna by helping her learn about what life on a houseboat would be like.”

Ask students, “When you are learning English, you can cooperate with friends in many ways.” Ask students to give examples of how they help their classmates and friends to study English.

Some answers may include:

Forming a study group to review for tests

Sharing class notes when a classmate is absent

Practicing speaking together in English

Explaining difficult grammar to classmates

Ask students to write notes in their notebooks or on paper with all of the ideas they got from the discussion about cooperating. If you collect the papers, put them on the classroom wall or bulletin board to remind students to use the strategy in the future.

Activity

Introduce the activity: “In this activity, you will Cooperate with your classmates to practice making and accepting or declining invitations.” If possible, give each pair one copy of the activity sheet and have them cut out the activity cards. Then they can take turns with their partner drawing a card for an activity and inviting the other to join in it. Remind students of the different ways to invite others:

Why don't you...?

How about...?

Let's ...

Would you like to...?

Ask students to choose at least ten of the activities and invite their partners. When they have finished, encourage pairs to ask other pairs to join them in activities. Before the end of the class time, ask students to report which was the most popular activity, based on how many of their classmates accepted the invitation.

Day 4

Listening Quiz

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

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

1. Ms. Weaver says, “Oh, Anna. I've invited some people to dinner Saturday. We're going to that new seafood restaurant -- Fish on a Dish. Why don't you join us? My treat.” Then Anna says, “ My friend has invited me to her houseboat.”
The question is: What does Ms. Weaver ask Anna?
2. Professor Bot says, “When we make friendly, informal invitations, we use phrases like ‘Why don't...?’ For example, Ms. Weaver said, ‘Why don't you join us? My treat!’ That's: Why don't plus the subject plus the simple form of the verb.”
The question is: Which of these questions uses the grammar correctly?

Read the following questions aloud or ask students to look at them on their paper.

Why you don't join me on my friend's houseboat?

Why don't joining me on my friend's houseboat?

Why you don't joining me on my friend's houseboat?

Why don't you join me on my friend's houseboat?

3. Anna says, "Well, since you live on the water, aren't you afraid of great white sharks?" Fanny tells her, "You know, Anna, if you're afraid of sea life, maybe you shouldn't live on a houseboat."

The question is: What problem does Anna have with life on a houseboat?

4. Anna asks, "Fanny, does this rocking ever bother you?" Then Fanny says, "No, I love it. It goes up and down and side to side and up and down..." Anna says, "I need some fresh land air. I mean, I need to breathe air on land."

The question is: What does Anna want to do?

5. Anna calls Ms. Weaver and says, "Hi! How would you like to hang out on my boat?" Ms. Weaver and Anna sit in a boat on land.

The question is: What solution does Anna find?

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

Writing

Ask students to write their answer to the question below in the form of a letter. Write the words or phrases you think they may need on the board. Here is the writing prompt:

Invite someone to a real or imagined event or activity. Use the language you learned in this lesson. Give details about the time, date and place of the event and what the guest should wear.

Have students exchange their work and check the use of expressions for invitations.

Conversation

- Anna: Hello, Ms. Weaver!
- Ms. Weaver: Oh, Anna. I've invited some people to dinner Saturday. We're going to that new seafood restaurant -- Fish on a Dish.
- Ms. Weaver: Why don't you join us? My treat.
- Anna: Thanks, Ms. Weaver. But I already have plans. My friend has invited me to her houseboat.
- Ms. Weaver: Houseboat, really? That's unique.
- Anna: Yes, it is. In fact, I'm thinking of living on a houseboat.
- Ms. Weaver: Aren't you too tall and klutzy to live on a houseboat?
- Anna: I am not too tall!
(She knocks over a display board.)
- Fanny: Anna, I'm so glad you could come!
- Anna: Hi, Fanny!
- Fanny: Hi, this is my son, Phoenix.
- Anna: Hi, Phoenix.
- Fanny: How about you give Anna a tour and I will make some lunch?
- Phoenix: Aye, aye, captain!
- Fanny: Great!
- Anna: Do you really call her "captain"?
- Phoenix: I kind of have to.
- Anna: So, Phoenix, I think I'd like to live on a houseboat. Do you like living here?
- Phoenix: I love it! It's much different than living in a house.
- Anna: Oh, I bet. I bet you had to get rid of a lot of stuff, didn't you?
- Phoenix: No way! We moved from a 3-story house to a boat! So, we really had to downsize!
- Anna: I'd have to get rid of a lot of stuff. I have a rock collection and I have some really big rocks.
- Anna: Can you stop this boat from rocking for a minute?

Phoenix: No. We're floating on water. I can't do that.

Anna: Well, since you live on the water, aren't you afraid of great white sharks?

Phoenix: No, not really. They don't live in these waters.

Anna: ... that you know of. What about killer whales?

Phoenix: No.

Anna: Electric eels?

Phoenix: No.

Anna: Barracudas?

Phoenix: No.

Anna: Piranhas?

Phoenix: Uh-uh.

Fanny: You know, Anna, if you're afraid of sea life, maybe you shouldn't live on a houseboat. Do you have any boating experience?

Anna: Oh, oh yeah, Fanny. I have battled the great waters before -- once on a swan boat and once in a duck boat ... bus. It was a boat that turned into a bus.

Fanny: Yeah, I don't think that counts.

Anna: Fanny, does this rocking ever bother you?

Fanny: No, I love it. It goes up and down and side to side and up and down. Anna, I love it!

(Because of the rocking, Anna begins to feel seasick.)

Fanny: Anna, are you feeling okay?

Anna: Yeah, yeah. You know, I just need some fresh air.

Fanny: Let me open a window for you.

Anna: No, I need some fresh land air. I mean, I need to breathe air on land. Oh, is that the time? I should really be going.

Anna: Thanks for lunch, Fanny, and a tour of your houseboat. It's given me a great idea!

Fanny: You're going to live on a houseboat?

Anna: Sort of. Thanks again!

Anna: Hi! How would you like to hang out on my boat? Great! See you then!

(Ms. Weaver and Anna sit in a boat on land.)

Anna: ...and this is my shark net.

Ms. Weaver: Thank you for the invitation, Anna.

Anna: Of course, would you like more orange juice?

Ms. Weaver: Uh...

Anna: (to young man) Ahoy!

Key Words

accept	<i>v</i>	to receive or take something offered
Aye, aye, captain!	<i>expression</i>	A phrase meaning “Yes, sir!” in naval language
barracuda	<i>n</i>	a kind of fierce tropical fish that has strong jaws and sharp teeth
battle	<i>v</i>	to try or struggle very hard to do something
count	<i>v</i>	to be considered or regarded as something
decline	<i>v</i>	to say that you will not or cannot do something
downsize	<i>v</i>	to make something smaller
deck	<i>n</i>	a flat surface that forms the main outside floor of a boat or ship
electric eel	<i>n</i>	an eel-like freshwater fish of South America, using pulses of electricity to kill prey, to assist in navigation, and for defense
fish out of water	<i>expression</i>	a person or thing is completely clueless or directionless when put into unfamiliar surroundings or an unfamiliar situation
float	<i>v</i>	to rest on top of a liquid
get rid of	<i>phrasal verb</i>	to do something so that you no longer have or are affected by something that is unwanted
great white shark	<i>n</i>	a large aggressive shark of warm seas, with a brownish or gray back, white underparts, and large triangular teeth
houseboat	<i>n</i>	a boat which is or can be moored for use as a house
invite	<i>v</i>	to ask someone to go somewhere or do something
juice	<i>n</i>	the liquid part that can be squeezed out of vegetables and fruits
klutzy	<i>adj</i>	describing a clumsy person
killer whale	<i>n</i>	a black-and-white whale that kills and eats other animals
kind of	<i>expression</i>	to some extent

orange	<i>n</i>	a citrus fruit that is round and that has an orange skin
piranha	<i>n</i>	a small South American fish that has sharp teeth and that eats the flesh of animals
respond	<i>v</i>	to say or write something as an answer to a question or request
seasick	<i>adj</i>	feeling sick because of the movement of a boat or ship that you are
swan	<i>n</i>	a large usually white bird that lives on or near water and that has a very long and graceful neck
sort of	<i>expression</i>	in some way
story	<i>n</i>	a group of rooms or an area that forms one floor level of a building
treat	<i>v</i>	an occurrence in which you pay for someone's food, drink, or entertainment

Quiz - Level 2, Lesson 27 - Fish Out of Water

Listen. Circle the letter of the correct answer.

1. What does Ms. Weaver ask Anna?

- a. If Anna can join her for dinner Saturday
- b. Why Anna wants to live on a houseboat
- c. If Anna's houseboat is too klutzy to live in
- d. Ms. Weaver asks Anna all of these things.

4. What does Anna want to do?

- a. Find out why Fannie likes living on a boat.
- b. Go up to the deck so she won't be seasick.
- c. Leave the boat to get some fresh land air.
- d. Tell Fannie why the rocking bothers her.

2. Which of these questions uses the grammar correctly?

- a. Why you don't join me on my friend's houseboat?
- b. Why don't joining me on my friend's houseboat?
- c. Why you don't joining me on my friend's houseboat?
- d. Why don't you join me on my friend's houseboat?

4. What solution does Anna find?

- a. Preparing for life on a houseboat.
- b. Enjoying her boat on land.
- c. Showing her boss she is not afraid.
- d. Anna's solution is all of these.

3. What problem does Anna have with life on a houseboat?

- a. She has battled swans and ducks.
- b. Anna is afraid of a lot of sea life.
- c. She doesn't enjoy being near water.
- d. Anna has all of these problems.



Complete the sentences with expressions for making and accepting or declining invitations.

1. _____ to the movies tonight?
(yes) _____
(no) _____
2. _____ for lunch on Wednesday?
(yes) _____
(no) _____
3. _____ to a barbecue next on Saturday?
(yes) _____
(no) _____
4. _____ for a walk with me?
(yes) _____
(no) _____
5. _____ study English together on Thursday?
(yes) _____
(no) _____
6. _____ wash my car this afternoon?
(yes) _____
(no) _____
7. _____ for dinner tomorrow evening.
(yes) _____
(no) _____
8. (write your own invitation)

(yes) _____
(no) _____

Phrases for inviting:

Why don't + subject + simple verb

How about + subject + simple verb

Let's + simple verb

How would you like to + simple verb

To accept:

That's a good

/great idea!

That sounds good/great.

Thanks! I'd love to.

To decline (say 'no'):

Thanks, but I already have plans.

That's a good idea but...

I'm not sure.



Barracuda



Electric eel



Great White Shark



Piranha



Killer Whale (Orca)

STEP 1

Choose ten activities and invite your partner to join you.

go to the lake	take a walk	play volleyball
go skiing	play baseball	make a sandcastle
hang out this weekend	go shopping	go to the park
go ice skating	come to my party	have dinner
come to my pizza party	play video games	have lunch
go to the festival	play baseball	go to a movie
come to my farewell party	go to the beach	go hiking

STEP 2

Yes <input checked="" type="checkbox"/>	No <input checked="" type="checkbox"/>
I would love to come I'd love to. What time?	I would love to come but I can't.
Thank you! That sounds great! Great! Thanks. I'm free. That sounds good!	Thanks, but I have to say "No!"
Sure, that would be fine. Sure, that's good.	Sorry, I'm busy then. Sorry, but I have to go to work.
Great! Thank you! May I bring something?	Sorry, I have to

Listen to your partner's invitation. Choose a "yes" or "no" response. After you practice ten activities, invite other pairs of students to join you. What is the most popular activity?



LEVEL 2 LESSON 28 FOR THE BIRDS

Topics

Expressing disappointment

Prepare Before Class

Print the School Rules handout

Print out the two-page student Activity Sheet

Learning Strategy

Make Inferences

Goals

Use have to, ought to and supposed to

Express disappointment with informal terms

Day 1

Introduce the Lesson

Say, “In this lesson Anna and Kelly are going bird-watching in the city. Bird-watching is a hobby that involves looking at birds in nature. Kelly finds many birds, but Anna is disappointed. She does find something interesting to watch, though - a spy. In this lesson we will learn how to talk about things we expect, using ‘be supposed to’ and expressing disappointment.”

Teach Key Words

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

Say, “In this lesson, Kelly asks Anna to help her count birds. Do you know anyone who watches birds or have you watched birds yourself? What names of birds do you know in English?” Write some common bird names on the board or ask students to do a search online to find pictures and names of their local birds in English. A good site for this is the [Birds of the World site](#).

To review Anna’s experiences with the world of spies, you can refer students to Let’s Learn English Level 1, Lesson 49: “[Operation Spy](#).”

Present the Conversation

Tell students that the video shows Anna and Kelly on a bird-watching adventure. Play the video or audio of the conversation or hand out copies of the text from the Resources section. Ask students to act out the parts of the speakers either in small groups or for the whole class.



Professor Bot's Lesson

Introduction

Anna was supposed to find birds, but she didn't.

Kelly says, "We're supposed to be counting birds, not ice cream trucks."

Supposed to, Ought to and Have to

To be supposed to means you are expected to do something. It's different from have to and ought to.

Have to means you must do something. And ought to means you should do it but you don't have to.

Keep watching for have to and ought to!

Activity

Expand on Professor Bot's explanation of the grammar for the lesson: "Be supposed to' means to intend to do something or be expected to do it. But, sometimes we use it to say what someone is allowed to do. Here are some examples: 'We're supposed to be counting birds, not ice cream trucks' means 'we intended to count birds.' 'I am supposed to meet someone for lunch at noon' means 'I am expected to meet someone.' And 'They were not supposed to stay in the store after it closed' means 'they are not allowed to stay in the store.'"

Continue: "'Have to' has the same meaning as 'must.' In American English, 'have to' is much

more common than ‘must.’” Ask students to give an example from the conversation of “have to.” Anna says, “I have to hide!” Ask, “Can you give an example of something you have to do in this classroom?” Students may say something like, “We have to sit at our desks” or “We have to turn in assignments on time.”

Continue: “‘Ought to’ has the same meaning as ‘should.’ But, it is less common and more formal. Sometimes, it is used for saying what is probable. Imagine another teacher came in while I was giving you a test. I might say, ‘The students ought to be done with their test in an hour.’”

Ask students to give examples of things they “ought to” do at home. They may say, “We ought to help clean the house.”

Pair students and give each pair the School Rules handout. Explain the activity: “You and your partner have your own school. You get to write the rules! They can be different from our real school rules. Use the words we have just talked about.”

When students have finished ask a few to share the rules they wrote.

Day 3

Learning Strategy

Say, “The learning strategy for this lesson is Make Inferences. When Anna sees the man at the ice cream truck and thinks he is a spy, she is making an inference. An inference is like a guess that is based on the information you have. Anna sees that the man was wearing an expensive suit. She does not think he was the kind of person who normally buys ice cream from a truck. When he leaves his briefcase, she thinks he is exchanging secret messages with the ice cream truck driver. Sometimes when we make inferences they turn out to be wrong, as Anna learns!”

Ask students, “When you are learning English, you can make inferences about the meaning of words or sentences that you are not sure about. Let me share some sentences from a biology text.” Read aloud or write on the board:

All living things, including plants, are made of cells. Cells function similarly in all living organisms.

Ask students to tell you which words they do not understand. These may include function, organism or cell. Encourage them to guess the meanings from the context. Point out words

they may understand: living, things and plants.

Ask, “If you do not know what ‘cell’ means, what can you do? You can look at the other sentences and make an inference about it. What do you think it means?” Students may guess that a “cell” is a part of a living thing. And they may infer that “function” means “to work.” Confirm their inference: “Later you will probably read in your biology book that cells are the tiny pieces that make up both human bodies and plants.”

Ask students to give examples of the times they have made inferences about material they are studying. They can write these in their notebooks or on cards to put on the wall and remind them to use the strategy in the future.

Expressing Disappointment

Explain the terms Anna uses to describe her day of counting birds: “In friendly situations, we sometimes use informal language to show disappointment. For example, Anna says, ‘Today has been a bust...a flop...a bummer!’”

Continue, “Bust, flop, and bummer are three informal words that show disappointment. Bust and flop mean a complete failure. A bummer is something unpleasant or disappointing.”

Ask students, “What kinds of things cause us disappointment in our daily life? Let’s say I lost my phone. I might say, ‘What a bummer! I have to buy a new phone now.’” Write the students’ suggestions on the board.

Pair students and tell them, “Choose three of these situations. Write sentences about the disappointments with your partner using these three words.” Have students share their sentences about the common disappointing situations.

Conclude, “Sometimes, we can tell a person nicely that they did not cause the disappointment. For example, Anna learns that the man with the briefcase is not a spy. She is disappointed, but says: ‘No, that’s okay. It’s not your fault.’ She means he did not cause the problem.”

Activity

Pair students and give them the two-page Activity Sheet. Introduce the activity. “In this activity, you will practice making inferences. Imagine you walk past a window and see this scene - you cannot hear what the people are saying. But you can make an inference based on what you see. Look at the example.” Have a student read the example aloud.

Continue: “Now choose three pictures and write your inferences about what you see. Your partner should choose the other three. Then work with your partner to make up a story about

the six pictures.”

After students have finished, ask several pairs to share the stories. Conclude: “This activity shows us that we make inferences in our daily lives. We can make inferences when we read or listen to English. Sometimes we do not have all of the information we need to understand, as you found when you looked at these pictures. Using the strategy Making Inferences can help us try to understand better.”

Day 4

Listening Quiz

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

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

1. Anna says, “I’ve only seen pigeons ... lots and lots of pigeons!”
The question is: What is one problem that Anna is having?
2. Professor Bot says, “Kelly says, ‘We’re supposed to be counting birds, not ice cream trucks.’ To be supposed to means you are expected to do something.”
The question is: Which sentence uses “be supposed to” correctly?

Read the following sentences aloud or ask students to look at them on their paper.

We supposed to meet at the park to watch birds.
I was supposed to seeing more birds than pigeons!
You are supposed to find birds for the bird count.

3. Anna says, “What?! The man in the suit left his briefcase at the ice cream truck! I was right! He is a spy! And, he just dropped off top-secret information! I ought to do something. Something needs to be done! I need to do something.”
The question is: What does Anna think is happening?

4. The man says, “Hey! You found my briefcase.” Anna says, “You caught me! I mean, I caught you!” The man says, “Well, I just want my briefcase. All my poems are in there.”
The question is: What does the man want to do?

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

Writing

Ask students to write their answer to the prompt in the form of a letter to a newspaper. Write the words or phrases you think they may need on the board. Here is the writing prompt:

Write about something that should or must happen soon in your life or in your city or town. Use “be supposed to,” “have to” and “ought to.”

Have students exchange their work and check each other’s use of “be supposed to,” “have to” and “ought to.” Some volunteers may read their work aloud.

Conversation

- Kelly: Oh, Anna, there you are! I am so glad we joined the Great City Bird Count! Aren't you?
- Anna: No. Today has been a bust ... a flop ... a bummer!
- Kelly: I'm sensing a little disappointment.
- Anna: A little?
- Kelly: My official bird-watching form is almost full!
- Anna: I've only seen pigeons ... lots and lots of pigeons! But I did write down some other valuable information.
- Kelly: Did you find a bird's nest?!
- Anna: No.
(She shows Kelly a map of ice cream trucks.)
- Anna: I found 10 ice cream trucks in this five-block area. Their music seems to follow me everywhere.
- Kelly: We're supposed to be counting birds, not ice cream trucks. This is important scientific work!
- Anna: Well, when you want ice cream, my data will be pretty important.
- Kelly: Anna, birds are everywhere! I'm sure you'll find something. Use your imagination! But, make sure that you put it on the official form.
(Anna walks away with her ice cream truck map. Anna looks through binoculars but doesn't see birds. She talks to herself.)
- Anna: No birds. Oh wait, there's another ice cream truck! Anna, focus on birds. Aw, but that truck has my favorite flavor ... banana!
- Anna: That man is in the way. I can't see the price. I wonder what flavor he's getting.
- Anna: Strawberry? He doesn't seem like a strawberry kind of guy.
- Anna: In fact, he doesn't seem like an ice cream truck kind of guy. That suit looks expensive.
- Anna: Maybe he's a spy! You know what that means: The ice cream truck driver is a spy, too!
- Anna: Genius! It's a perfect disguise.
- Anna: What?! The man in the suit left his briefcase at the ice cream truck!

Anna: I was right! He is a spy! And, he just dropped off top-secret information! I ought to do something. Something needs to be done! I need to do something.
(Anna runs to the ice cream truck and takes the briefcase.)

Anna: I did it! I took the spy's briefcase!

Anna: What's that?! The ice cream truck -- it's following me! It wants the case back! I have to hide.
(She runs and hides behind a tree.)

Anna: This is my life now -- running, scared, alone.
(She runs to another tree.)

Anna: That awful music -- it's following me everywhere!
(The man sees her at the tree.)

Man: Hey! You found my briefcase.

Anna: You caught me! I mean, I caught you!

Man: Well, I just want my briefcase. All my poems are in there.

Anna: Poems? You're a poet?

Man: Well, I'm a lawyer. But I write poems, too.
(Anna gives the man his briefcase.)

Anna: So, you're not a spy?

Man: You look disappointed.

Anna: No, that's okay. It's not your fault. Poems are nice, too. I guess.

Man: Well, would you like me to read my latest one?

Anna: Why not?

Man: On sunny day walks, my hand reaches for ice cream from fragaria.

Anna: I love your poem!

Man: I love ice cream.

Anna: Me too.

Man: What's your favorite flavor?

Anna: Banana.

Man: Well, my favorite flavor is ...

Anna: Strawberry!

Man: How did you know that?

Anna: A little bird told me.

Key Words

binoculars	<i>n</i>	a device that you hold up to your eyes and look through to see things that are far away
bird	<i>n</i>	an animal that has wings and is covered with feathers
block	<i>n</i>	an area of land surrounded by four streets in a city
briefcase	<i>n</i>	a flat case that is used for carrying papers or books
data	<i>n</i>	facts or information used usually to calculate, analyze, or plan something
disguise	<i>n</i>	made to look like something else
drop off	<i>phrasal verb</i>	to take someone or something to a place and then leave
fragaria	<i>n</i>	a flowering plant that bears strawberries
genius	<i>adj</i>	in a way that uses remarkable talent or intelligence
guy	<i>n</i>	a man (informal)
imagination	<i>n</i>	the ability to form a picture in your mind of something that you have not seen or experienced
in the way	<i>expression</i>	making it more difficult for a person to do something
lawyer	<i>n</i>	a person whose job is to guide and assist people in matters relating to the law
A little bird told me	<i>expression</i>	a way of saying that you do not want to reveal who told you something
nest	<i>n</i>	the place where a bird lays its eggs and takes care of its young
official	<i>adj</i>	permitted, accepted, or approved by a person or organization that has authority
pigeon	<i>n</i>	a gray bird that is common in cities and that has a fat body and short legs
price	<i>n</i>	the amount of money that you pay for something or that something costs

reach	<i>v</i>	to be able to touch, pick up, or grab something by moving or stretching
sense	<i>v</i>	to understand or be aware of (something) without being told about it or having evidence that it is true
strawberry	<i>n</i>	a soft, juicy red fruit that grows on a low plant with white flowers
top-secret	<i>adj</i>	kept completely secret by high government officials
valuable	<i>adj</i>	very useful or helpful
Why not?	<i>expression</i>	used to make a suggestion, or agree to a suggestion

Quiz - Level 2, Lesson 28 - For the Birds

Listen. Circle the letter of the correct answer.

- | | |
|---|--|
| <p>1. What is one problem that Anna is having?</p> <ul style="list-style-type: none">a. Anna found too many ice cream trucks.b. She is more excited about ice cream than Kelly.c. Anna has only seen one kind of bird.d. She likes ice cream more than she likes birds. | <p>3. What does Anna think is happening?</p> <ul style="list-style-type: none">a. The man in the nice suit is a spy.b. The briefcase holds top-secret information.c. The ice cream truck driver is a spy.d. She thinks all of these things are happening. |
| <p>2. Which sentence uses “be supposed to” correctly?</p> <ul style="list-style-type: none">a. We supposed to meet at the park to watch birds.b. I was supposed to seeing more birds than pigeons!c. You are supposed to find birds for the bird count.d. All of the sentences use “be supposed to” correctly. | <p>4. What does the man want to do?</p> <ul style="list-style-type: none">a. Show Anna how to make a poem.b. Ask Anna if she likes ice cream.c. Get his briefcase back from Anna.d. Find out why Anna is disappointed. |

You are starting your own school. You must write the rules for students and teachers at your school. Use the pictures to get ideas for the rules. Work with a partner to write the rules using "be supposed to," "should," "ought to" and "have to."

Example: *Both teachers and students ought to follow the rules for wearing a mask.*



Classroom Rules



Our School's Name: _____

At our school, everyone is supposed to be kind.

STEP 1

Look at the pictures. With your partner, divide them so each person will make inferences about three pictures. First, write what you see. Then make an inference about what is happening in each one.

<u>WHAT I SEE</u>	<u>INFERENCE</u>
<p>I see... <i>In picture 1, I see two adults pointing to a child. They might be yelling.</i></p>	<p>I infer... <i>The parents are angry at the child because...</i></p>
<p>I see... _____</p> <p>_____</p> <p>_____</p>	<p>I infer... _____</p> <p>_____</p> <p>_____</p>
<p>I see... _____</p> <p>_____</p> <p>_____</p>	<p>I infer... _____</p> <p>_____</p> <p>_____</p>



STEP 2

Talk with your partner about the inferences you made. Combine your partner's inferences with your own and write a story that involves what you see in the six pictures.

<u>WHAT I SEE</u>	<u>INFERENCE</u>
I see... _____	I infer... _____
_____	_____
_____	_____
<i>Our story:</i>	



LEVEL 2
LESSON 29
WHERE THERE'S
SMOKE...

Topics

Discussing fire emergencies
Preparation for emergency evacuation

Prepare Before Class

Print the Conditionals Game handout
Print out the Review of Conditionals handout
and the Activity Sheet

Learning Strategy

Evaluate

Goals

Review conditionals

Day 1

Introduce the Lesson

Say, “In this lesson, Anna becomes a fire safety monitor. But will she do a good job? And when will she use her skills? We will find out. In this lesson we will also learn how to talk about and prepare to meet emergencies.”

Teach Key Words

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

Say, “In this lesson, Anna becomes a fire safety monitor for her office. She teaches her co-workers how to safely evacuate the building. Have you been in a practice or an actual evacuation?” Teach students the name of common evacuation drills depending on what dangers exist in your school’s location, such as a fire drill, earthquake drill, or a lockdown in case of violence in the community.

There may be some words in the Activity Sheet that are new to your students. Prepare ahead to explain any of them, such as “disinfect,” “whistle,” “mask” and “exit.”

Present the Conversation

Tell students that the video shows Anna learning about fire safety. Play the video or audio of the conversation or hand out copies of the text from the Resources section. Ask students to act out the parts of the speakers either in small groups or for the whole class.



Professor Bot's Lesson

Introduction

Hmm, I wonder where Anna's going.

Today we are reviewing conditionals and learning helpful language for emergencies.

Conditionals and Emergencies

If Anna studies hard, she'll be a great fire safety monitor! That's a conditional. It uses "if" to show that something is true only when something else is true.

Let's find out where Anna is going. And if you want to learn fire emergency language, keep watching!

Conditionals Review Activity

Give students the handout for a review of conditionals. "Conditionals show that something is true only when something else is true." Have students read aloud from the handout to remind them of the two types of conditionals they have studied.

Divide the students into groups of four. Ask one member of each group to cut out a set of cards from the Conditionals Game handout. Ask the students to shuffle the cards and place them face down in a pile on the table. Give students scrap paper for writing sentences.

Explain the game: "Choose the person to go first. Let's say it will be the person whose birthday is coming soonest. The first player turns over the top card and reads the beginning of a conditional sentence. The other players in the group then write the ending of the

conditional sentence. The first player to write a grammatically correct and appropriate conditional sentence keeps the card. The next player then picks up a card. The player with the most cards at the end of the game is the winner.”

Watch as students play the game and help to resolve any uncertainty about whether a sentence is grammatically correct. Tell students that native speakers often make mistakes when using conditional forms, too.

Day 3

Learning Strategy

Say, “The learning strategy for this lesson is Self Evaluate. When Anna is talking with Penelope, they smell smoke. Anna decides it is a fire emergency and starts the evacuation. She evaluates the situation herself and calls the fire department.”

Explain how students can Self Evaluate: “When we are learning English or any other subject, it is helpful to stop and evaluate our progress. One way to self evaluate is to test your knowledge in a different situation. If you have only spoken English at school, try going to a place outside of school where you can practice speaking English. If you have only written in English for class assignments, try writing your own journal or a letter in English. If you have only listened to English at a beginner level, look for a radio program or podcast in English at a higher level to test your listening ability.”

Conclude, “As you do these things or find other ways to test your knowledge, think of what you need to improve and what you have learned to do well. Your confidence will grow each time you push yourself and try to do something more difficult in English.”

Ask students to give examples of the times they have self evaluated their skills in English. They can write these in their notebooks or on cards to put on the wall and remind them to use the strategy in the future.

Activity

If possible, get a copy of your school’s emergency plan before this activity. Make it available to your students. Check to find out the location of the emergency supplies for the school and ask permission for students to see them during the class period, if that can be arranged.

Say, “In this activity, you will practice evaluating how well your classroom is prepared for an emergency. In our area, the possible emergencies are...” (List what is appropriate for the area where your school is located: fire, flood, tornado, hurricane, earthquake or tsunami). If your

school has a safety official, invite them to speak to the class.

Put students into groups of 3 - 4 and give them the Activity Sheet. Have students read the list of emergency supplies. Make sure everyone understands the meaning of the items on the list. Give students time to explore the classroom (or storage area if you have gotten permission for them to enter it under your supervision) and complete the checklist with the items they find available. Note that talk of an emergency may be unsettling to some students. By informing students of the school's emergency plan and the location of supplies, you can reassure them that the responsible parties at your school have prepared to keep everyone safe in the event of an emergency.

Ask students to write a report on their findings on their Activity Sheet. Have several groups give their report orally and, if possible, invite a school administrator to come hear them.

Day 4

Listening Quiz

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

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

1. Anna says, "I'm reading about fire safety. Ms. Weaver named me fire safety monitor. If there is a fire emergency, I have to help everyone out of the building."

The question is: What must Anna do as a fire safety monitor?

2. The firefighters say, "There's one really important thing you can do: Install a fire alarm. In your home, office and schools, know where your emergency exits are located. Everyone should know how to use a fire extinguisher. Have one handy and practice using it."

The question is: What must Anna do as a fire safety monitor?

3. The firefighters say, "Stay low. Smoke rises. The air is clearer close to the ground. If you touch a door and it's hot, don't open it. There might be a fire on the other side." Anna asks, "What do I do if my clothes catch on fire?" Mr. Hatcher answers, "Do not run. If you run, the fire will burn faster. You must stop, drop and roll."

The question is: What other safety tips do the firefighters give Anna?

4. Anna says, “If you smell smoke, get out of the building. Leave your things and evacuate calmly and quickly...take the stairs. Let’s get out. Never go back into a burning building.”
The question is: What does Anna tell her coworkers?

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

Writing

Ask students to write their answer to the prompt. Write the words or phrases you think they may need on the board. Here is the writing prompt:

Write a guide to emergencies at school for any new students who come to your school. Use what you have learned in the lesson about evacuation, supplies and fire safety to explain to new students. Draw a map of your classroom or school showing exits or the location of the fire extinguishers.

Have students exchange their work with a partner to check whether their partner’s emergency guide is clear and accurate. Choose several to put on display in the classroom for future reference.

Conversation

- Penelope: Hey, Anna. What are you reading?
- Anna: I'm reading about fire safety. Ms. Weaver named me fire safety monitor.
- Penelope: But the only time we have a fire emergency is when someone burns a piece of toast.
- Anna: That is true. But fire safety is very serious – very serious. If there is a fire emergency, I have to help everyone out of the building.
- Penelope: Well then, if I were you, I'd learn as much as possible.
- Anna: You're right. And I know just who to call!
(Two firefighters welcome Anna to their firehouse.)
- Anna: Hi, Firefighter Jones.
- Jones: Hey, how are you, Anna?
- Anna: I'm well, thanks. How are you? Hi, Firefighter Hatcher.
- Hatcher: Hi, Anna. How are you?
- Anna: I'm well, thanks.
- Hatcher: Welcome to our firehouse.
- Anna: Thank you.
- Hatcher: Come on in.
- Anna: Thanks.
- Hatcher: This is where the firefighters eat. This is where we rest. This is where we exercise. This is where the firetrucks are parked and maintained.
- Anna: This place is beautiful.
- Hatcher: You know, the firehouse is a firefighter's second home.
- Anna: Firefighter Jones, Firefighter Hatcher: Can you tell me some ways to prepare for a fire emergency?
- Hatcher: Sure, Anna. There's one really important thing you can do: Install a fire alarm. Test it monthly and make sure the batteries are fully charged.
- Anna: Let's talk about those emergency exits.
- Jones: In your home, office and schools, know where your emergency exits are located.
- Anna: What about fire extinguishers?
- Jones: Everyone should know how to use a fire extinguisher. Have one handy and

practice using it.

Anna: What if we need to get out?

Jones: You should have an evacuation plan. And practice getting out safely with fire drills.

Anna: If I am in a building and it's on fire, should I use the elevator?

Hatcher: No. Always use the stairs.

Anna: What other safety tips should I know?

Jones: Stay low. Smoke rises. The air is clearer close to the ground.

Anna: Stay low. Anything else?

Hatcher: If you touch a door and it's hot, don't open it. There might be a fire on the other side.

Anna: What do I do if my clothes catch on fire?

Hatcher: Do not run. If you run, the fire will burn faster. You must stop, drop and roll.

Anna: Thanks so much! I've learned a lot. And I can't wait to share this information with others.

Hatcher: Thanks for coming, Anna.

Jones: It's been a pleasure meeting you.

(Anna is back at the office talking to Penelope.)

Penelope: So, Anna, how was the visit to the fire station?

Anna: I learned a lot! And firefighters have a very difficult job.

Penelope: Do you smell smoke?

Anna: No. So, like I was saying, I learned how to ...

Penelope: Anna, I smell smoke.

Anna: If you smell smoke, call the fire department!

(Anna begins to evacuate her coworkers.)

Anna: If you smell smoke, get out of the building. Come on people, we have a fire emergency! Leave your things and evacuate calmly and quickly. Very good. Very good.

Anna: We have a fire emergency. No, take the stairs. Let's get out. Let's get out safely.

(Anna and coworkers stand outside of the building.)

Anna: We got out in less than 6 minutes! Good job, people! Wait. Where's Pete?

Penelope: I know where he is. I'll go get him.

Anna: No! Never go back into a burning building! The fire department is coming. Stay calm, Pete. Help is on the way! Help is on the way!

Key Words

alarm	<i>n</i>	a device that makes a loud sound as a warning or signal
catch on fire	<i>v</i>	to begin to burn
clearer	<i>adj</i>	not blocked by anything
close	<i>adj</i>	near in space
door	<i>n</i>	a movable piece of wood, glass, or metal that swings or slides open and shut so that people can enter or leave a room, building or vehicle
emergency	<i>n</i>	an unexpected and usually dangerous situation that calls for immediate action
evacuation	<i>n</i>	the action of leaving or removing someone from a dangerous place
exit	<i>n</i>	something, such as a door, that is used as a way to leave a place
fire drill	<i>n</i>	an activity in which people practice leaving a place quickly so that they will know what to do if there is a fire
fire extinguisher	<i>n</i>	a metal container filled with chemicals that is used to put out a fire
fire department	<i>n</i>	the department of a local authority in charge of preventing and fighting fires
firehouse	<i>n</i>	a building in which the members of a fire department and the equipment used to put out fires are located
fire station	<i>n</i>	another word for fire house
handy	<i>adj</i>	near or close
install	<i>v</i>	to make a machine or service ready to be used in a certain place
low	<i>adv</i>	at or to a low place or level
open	<i>v</i>	to move a door or window so that an opening is no longer covered
maintain	<i>v</i>	to keep something in good condition by making repairs or correcting problems

monitor	<i>n</i>	a person who has the job of checking or watching some activity or behavior
rise	<i>v</i>	to move upward
safety	<i>n</i>	freedom from harm or danger
smoke	<i>n</i>	the cloud of black, gray, or white gases and dust that is produced by burning something
stay	<i>v</i>	to continue to be in a specified state, condition, or position
touch	<i>v</i>	to put your hand, fingers, et cetera on something or someone

Quiz - Level 2, Lesson 29 - Where There's Smoke...

Listen. Circle the letter of the correct answer.

1. What must Anna do as a fire safety monitor?
- a. Visit the fire department for a tour.
 - b. Help everyone safely leave the office building.
 - c. Teach her coworkers about fire safety.
 - d. Find out what causes fire emergencies at work.

3. What other safety tips do the firefighters give Anna?
- a. Do not open a door that is hot to the touch.
 - b. Stay low because smoke rises.
 - c. Stop, drop and roll if your clothes catch fire.
 - d. They give Anna all of these tips.

2. What do the firefighters tell Anna to do in preparing for a fire emergency?
- a. Practice using a fire extinguisher and have it handy.
 - b. Install a fire alarm and test it monthly.
 - c. Know where your emergency exits are located.
 - d. They tell Anna to do all of these things.

4. What does Anna tell her coworkers?
- a. Get out of the building by using the stairs.
 - b. Leave your things and get out quickly and calmly.
 - c. Never go back into a burning building.
 - d. Anna tells her coworkers all of these things.



Type 1 conditionals have a real event, and a result that probably will happen.

Sentence Form	Examples
If + present tense verb ... will-future verb	If you run, the fire will burn faster.
If + present tense verb ... modal + simple verb	If you are in a building that is on fire, you must not use the elevator.
If + present tense verb ... simple verb without subject (imperative)	If you smell smoke, call the fire department!

Type 2 conditionals have an improbable event and its probable result. These conditionals are not based on real situations.

Sentence Form	Examples
If + past tense verb ...would + simple verb	If I were you, I'd want to learn as much as possible.
If + past tense verb...would + present continuous	If people didn't burn toast, the fire alarm would not be ringing so often.



Choose a card. Read it aloud. Your classmates will write the end of the sentence. The first person to write a grammatically correct and appropriate sentence gets to keep the card.



If I saw a UFO...	If it rains this weekend ...	If I could change one thing about myself ...
If I hadn't come to class today...	If I had been born with superpowers ...	If my home was near a beach ...
If I'm bored ...	If you send me flowers ...	Life would be a lot easier...
If this country were as cold as the North Pole ...	If this was Saturday night ...	If I get lost ...
My home would be much better...	If I found a wallet in the street ...	If it were my birthday today ...
If I were a teacher ...	If I wake up late ...	If you want to speak English well ...
If I could meet any person in the world ...	If I can't sleep ...	If I were on a desert island ...

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Evaluate your classroom. Does it have basic emergency supplies? Ask your teacher to tell you the possible emergencies covered by your school's emergency plan. With your group, check for the supplies on the checklist. Tell your teacher what is needed.

School Emergency Supplies

- Fire extinguisher
- Smoke alarm
- Signs and lights for emergency exits
- Hat or whistle to identify the teacher in charge
- School emergency plan
- List of students with their photos
- List of students requiring special needs
- Battery-powered flashlight
- Blankets
- Breathing masks
- Disinfecting wipes
- Food (not fresh) and water, enough for every student
- First-aid kit
- Student entertainment (playing cards or board games)



Our school may have a(n) _____ emergency. We

evaluated the classroom's emergency supplies. Here is what we found:

We have the checked supplies.

We also ought to have _____.

We should have _____.

We must add _____.

The school is supposed to have _____.



LEVEL 2
LESSON 30
DREAM A
LITTLE DREAM

Topics Talking about dreams Talking about future plans	Prepare Before Class Print the Dreams, Plans and Hopes game board Print out the Hopes and Dreams handout and the Activity Sheet Prepare copies of the Certificate of Achievement
Learning Strategy Predict	Goals Using “dream” “hope” “plan” “would love” and more

Day 1

Introduce the Lesson

Say, “In this lesson Anna talks with her coworkers about their dream careers. How about you? Are you studying English to help yourself achieve your own dream career?” Give students a chance to express their career hopes and dreams.

As this is the final lesson in the course, tell students they have earned a Certificate of Completion. The .pdf file attached to this document or [on our website](#) may be edited to include the student’s name or multiple copies can be printed and completed by hand.

Teach Key Words

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

Say, “In this lesson, we learn about the careers Anna’s friends would like to have. Let’s look at a list of the most in-demand careers, according to [Indeed.com](#) in November 2020.” Ask students if any of these are in their own career plans:

- | | |
|--------------------------------|-----------------------------------|
| 1. Home health aide | 9. Registered nurse |
| 2. Nursing assistant | 10. Web developer |
| 3. Construction worker | 11. Health services administrator |
| 4. Physical therapy aide | 12. Physical therapist |
| 5. Truck driver | 13. Information security analyst |
| 6. Medical technologist | 14. Statistician |
| 7. Operations research analyst | 15. Software developer |
| 8. Financial advisor | |

Day 2

Present the Conversation

Tell students that the video shows Anna learning about her coworkers' dream careers. Play the video or audio of the conversation or hand out copies of the text from the Resources section. Ask students to act out the parts of the speakers either in small groups or for the whole class.



Professor Bot's Lesson

Introduction

We hope you have enjoyed Level 2 of Let's Learn English. Everyone is following their dreams, big and small.

What are your dreams? Our dream is for you to keep learning English! Thanks for watching.

Expressing Dreams and Hopes Activity

Print enough copies of the Dreams, Plans, Wishes and Hopes game board to have one for a group of four or five students. Give students the Hope and Dreams handout. Say, "This final lesson in the course is about dreams – things you've wanted to do, be or have for a long time. On the handout, you can see six different ways to express your dreams. Let's take a look at them together."

Have students read the sentence form and examples aloud and ask for personal examples with each verb shown on the handout. Then ask, "Are you ready to play a game with these words?" Give students small objects or coins to use as markers. Explain how to choose

spaces by closing your eyes and touching the 2x4 grid on the game board. If dice are available students can use them.

Tell students that they should decide which structure to use from the ones they have seen in this lesson and previous lessons. Give these examples: “You roll the dice and land on ‘Your friends.’ You can say, ‘I hope my friend meets a nice guy.’ or: ‘I have dreamed of my friends having a million dollars!’ or ‘I am thinking about starting a business with my friend’ or ‘I plan to have a party with my friends next weekend.’”

Watch as students play and answer any questions that arise about the structures.

Day 3

Learning Strategy

Say, “The learning strategy for this lesson is Predict. In this lesson, the nurse says, ‘A student of mine didn’t do well on her science test. So, she won’t be able to make it ... to graduation.’ She is predicting that the student will not be able to graduate because of her low score on the test.”

Continue, “When we are reading or listening in English, we can predict to help us follow the material better. For example, when I am listening to the weather report, and I hear ‘I’m sorry if you had plans for the weekend...’ I can predict, or guess, that there is going to be bad weather over the weekend. Then I can listen more carefully to find out when the rain or snow is going to begin. When I am reading a story in the news, I can look at the headline and the photos to predict what the story is going to be about. Then if there are words or sentences I do not know, at least I will have a general idea about the content of the story.”

Ask students, “How about you? Do you use this strategy when you are studying English or watching movies or television programs?” Give students a chance to report on the times they have predicted to help them understand what they are reading or hearing. Ask students to write about the strategy and how they used it in their notebooks for future reference.

Activity

Introduce the activity: “In this lesson, Anna mentions a ‘bucket list.’ She asks Jonathan, ‘What’s at the top of your bucket list?’ A bucket list is a list of things you would like to do at some point in your life. We call it that because there is an idiom, ‘to kick the bucket,’ meaning to die. So a bucket list lists the things you want to do before you die.”

Pair students and ask them to write their own bucket list. Then they should interview their partner. If they get any new ideas for their bucket list, they can add them on the lower part of the Activity Sheet.

Day 4

Listening Quiz

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

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

1. Ashley says, "I would love to be a dog trainer. Actually, I've taught my dog, Dublin, lots of tricks!"

The question is: What does Ashley tell Anna about dogs?

2. Nurse says, "I'm looking at her test results and they're not good. In fact, I'm afraid she's not going to make it."

Anna says, "What?! I'm not going to make it? I'm dying?"

Nurse says, "I wasn't talking about you. A student of mine didn't do well on her science test. So, she won't be able to make it ... to graduation."

The question is: What mistake does Anna make?

3. Jonathan says, "I'd love to win the World Karaoke Contest." Anna tells him about the contest auditions in DC. Jonathan says, "Are you serious? Can you read the story by yourself?"

The question is: What does Jonathan ask Anna?

4. Pete says, "I plan on selling my book to Hollywood and becoming rich and famous." Then he gets a phone call and says, "It's my agent! Hello? Uh-huh. Sure! I can be in Los Angeles tomorrow!"

The question is: What does Pete plan to do?

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

Writing

Ask students to write their answer to the prompt. Write the words or phrases you think they may need on the board. Here is the writing prompt:

Think of this statement: When choosing a career, a person should seek self-fulfillment rather than money. It is more important to 'live one's dream' than to earn a good salary.

Begin by saying whether you agree or disagree. Then list the main factors that influence a person's choice of career. Consider whether some jobs are more worthwhile than others. Discuss the importance of a good salary when choosing a career.

Have students exchange their work and discuss their opinions. Collect the writing to include in the students' portfolios.

Conversation

- Ashley: Anna, where are you going in such a hurry?
- Anna: Hi, Ashley. The nurse's office. Today I get the results from my blood test.
- Ashley: I'm sure you're fine. Don't worry.
- Anna: You know, I used to dream of being a nurse. It is such an honorable career. Is there something you've dreamed of doing?
- Ashley: Sure! I would love to be a dog trainer. Actually, I've taught my dog, Dublin, lots of tricks!
- Anna: Well, I'm off to the nurse. Bye, Ashley.
- Ashley: Bye, Anna.
- Anna: Bye, Dublin.
- (Anna stands near the nurse's office and listens to her phone call.)
- Nurse: I'm looking at her test results and they're not good. In fact, I'm afraid she's not going to make it.
- Anna: What?! I'm not going to make it? I'm dying?
- Nurse: Anna, come in. How are you?
- Anna: I guess..not so good. I'm dying!?
- Nurse: What are you talking about?
- Anna: I just heard you on the phone. Just tell me: How much longer do I have?
- Nurse: I wasn't talking about you. A student of mine didn't do well on her science test. So, she won't be able to make it ... to graduation.
- Anna: Whew. Thank goodness! For a minute, my whole life passed before my eyes. There are so many things I haven't done yet.
- Nurse: Well, life is short. It's important to do something you love every day.
- Anna: I couldn't agree more.
- Nurse: Now, let's talk about your blood test. Your cholesterol is really low.
- Anna: Awesome!
- (Next, Anna is sitting in a sound studio with Jonathan.)
- Jonathan: Okay, Anna, say something and I'll check your sound level.
- Anna: Testing 1, 2, 3. Testing. Jonathan, I've been wondering something: What's at the top of your bucket list?
- Jonathan: That's easy. I'd love to win the World Karaoke Contest.

Anna: This is so strange. I just saw on Twitter that they are having auditions in D.C. this weekend!

Jonathan: Are you serious? Can you read the story by yourself?

Anna: Sure, absolutely.

Jonathan: Thanks!

Anna: You go.

(Anna goes outside and talks to Penelope.)

Anna: Penelope, I was wondering if you still dream of being a dancer.

Penelope: Only every day!

Anna: Well, guess what: A famous dancer is having a flash mob around the corner! Hundreds of people are dancing together!

Penelope: No way!

Anna: Way! If you leave right now, you can join them! Bye!

(Anna then sits with Pete in the office kitchen.)

Anna: Pete, what's one of your dreams?

Pete: Well, last night I dreamt I was in a spaceship. I was flying through outer space with these two beautiful...

Anna: Pete -- not that kind of dream. I mean your hopes for the future.

Pete: Oh. I plan on selling my book to Hollywood and becoming rich and famous.

Anna: That's going to be difficult.

Pete: It's my agent! Hello? Uh-huh. Sure! I can be in Los Angeles tomorrow!

Anna: Well, good job, Anna! My work here is done ... almost.

(Music plays as Anna talks to many more coworkers)

Music: You can search but you won't find the answer without a dream. You can reach for the stars but you won't get there without a dream...without a dream.

(Anna is sitting at her work desk.)

Ms. Weaver: Anna, what's going on? Where is everybody?

Anna: I don't know. Maybe something is, uh, going around the office.

Ms. Weaver: You mean germs? Anna, you'd better use some of this hand cleaner. You don't want to get sick, too.

Anna: Right. Okay, thanks. Not germs – dreams, Ms. Weaver. Dreams.

Ms. Weaver: What did you say, Anna?

Anna: Nothing. Nothing.

Key Words

absolutely	<i>adv</i>	completely or totally
blood	<i>n</i>	the red liquid that flows through the bodies of people and animals
bucket list	<i>n</i>	a list of experiences or achievements that a person hopes to have or accomplish during their lifetime
flash mob	<i>n</i>	a large group of people who get together suddenly in a public place, perform an unusual or seemingly random act, then disperse
germ	<i>n</i>	a very small living thing that causes disease
go around	<i>v</i>	to go or pass from one person to another person
honorable	<i>adj</i>	deserving honor and respect
hundred	<i>n</i>	the number 100
karaoke	<i>n</i>	a form of entertainment in which a device plays the music of popular songs and people sing the words to the songs they choose
level	<i>n</i>	an amount of something
make it	<i>expression</i>	to not fail, die, et cetera
My whole life passed before my eyes	<i>expression</i>	to quickly imagine major moments in your life as a response to fearing death or harm
nurse	<i>n</i>	a person who is trained to care for sick or injured people and who usually works in a hospital or doctor's office
result	<i>n</i>	information that you get from a scientific or medical test
rich	<i>adj</i>	having a lot of money and possessions
spaceship	<i>n</i>	a vehicle that is used for travel in outer space
thank goodness	<i>expression</i>	an expression used to show happiness that something bad has been avoided or has finished

Quiz - Level 2, Lesson 30 - Dream a Little Dream

Listen. Circle the letter of the correct answer.

1. What does Ashley tell Anna about dogs?

- a. She wants to teach people to train dogs.
- b. Ashley wants to become a dog trainer.
- c. She plans to teach Dublin lots of tricks.
- d. Ashley tells Anna all of these things.

3. What does Jonathan ask Anna?

- a. If she knows how to check sound levels
- b. If Anna has heard about the contest
- c. If she can read the story by herself
- d. Jonathan asks Anna all of these things.

2. What mistake does Anna make?

- a. She thinks her test results will be bad.
- b. Anna believes that she is going to die.
- c. She thinks the nurse is talking about her.
- d. Anna makes all of these mistakes.

4. What does Pete plan to do?




- a. Sell his book to Hollywood
- b. Become rich and famous
- c. Be in Los Angeles tomorrow
- d. Pete plans to do all of these

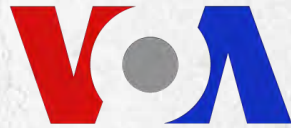


SENTENCE FORM	EXAMPLE
<i>would, always, thinking about</i>	
I would love + infinitive	I would love to be a dog trainer.
I've always wanted + infinitive	I've always wanted to start a wellness company.
I'm thinking about + gerund	I'm thinking about joining a musical band.
<i>with dream</i>	
My dream is + infinitive	My dream is to be a dancer.
I've dreamed of + gerund	I've dreamed of traveling the world.
<i>with hope</i>	
My hope is + infinitive	My hope is to open an English school one day.
I hope + infinitive	I hope to have a house with a garden.
<i>with plan</i>	
My plan is + infinitive	My plan is to become a journalist.
I plan + infinitive	I plan to work as a museum tour guide.
I plan on + gerund	I plan on selling my book to Hollywood.
<i>Note that "dream", "hope" and "plan" can be nouns or verbs.</i>	

Dreams, Plans, Wishes and Hopes Game

A conversation game to find out about each other's dreams and goals. Choose would, always, thinking about, dream, plan or hope and talk about the topic you land on.

Start	Your family	Your house	Your studies	Sports	FREE	Space	Mail	Cooking	Shopping	Malls	Media	Going to the doctor							
Your job	Your friends	Go Back 2	Go Back 2	The ocean	War	Close your eyes and put a finger on the grid below to see how many spaces you should move. Land on an arrow and jump ahead or back.			Trade places	Education	Books	When you are old							
Future husband or wife		Your English	Your (future) children	Trade Places	Movies	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>6</td> </tr> </table>			1	2	3	4	5	6	Money	Computers	Farm- ing		FREE
1	2	3	4	5	6														
Go Ahead 2	FREE	Your country	Your teacher	Music	Music	Go Back 1	Your govern- ment	The weather	Clothes in the future	Learn- ing	Go Ahead 1	END							
Health care	Travel	Your mother	The environ- ment	Food	Going to the dentist	Go Ahead 2		Food	This game										
Your friends	Your father	Your sibling	Go Ahead 2	Your father	Your mother	Your father	Your mother	Your sibling	Your mother	Your father	Your sibling	Your mother							



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