



Let's Learn English Lesson Plan

Introduction: Let's Learn English lesson plans are based on the CALLA approach. See the end of each lesson for more information and resources on teaching with the CALLA approach. CALLA has five lesson elements:

Prepare: Engage students in the topic and identify objectives for the lesson. Find out what students already know about it and motivate them to learn more. Teach new vocabulary.

Present: Present new information. Explain the target learning strategy for the lesson. Model what the students are asked to do. Discuss connections to students' prior knowledge.

Practice: Give students an authentic, active task that they can do in a small group or in pairs. Remind students to use the target learning strategy.

Self-Evaluate: Question students so they will reflect on their own learning. Ask students to evaluate their own learning rather than wait for the teacher to assess them. Find out if using the learning strategy helped students' understanding.

Expand: Guide students on how to apply what they learned to their own lives. Point out other contexts where the learning strategy may help. Make connections between content and language or to the student's first language. When appropriate, request that parents contribute to learning.



Let's Learn English Lesson Plan

Lesson 43: Time for Plan B

Objectives

- Students learn to use *could*; *would* and *be able to* to make polite requests
- Students practice using *have got to* and *Too + adjective* in giving excuses
- Students ask and tell about ability to do things; review giving an Excuse; expressing past & future ability or obligation
- Students practice pronouncing the reduced forms "what are you" & "would you"
- Students practice the strategy: *Use What You Know*

Materials needed

Download the [Activity Sheet for Lesson 43](#) or print it from the end of this lesson.

Students may be assigned the web-based homework of viewing the videos for [Let's Learn English Lesson 43](#) before this lesson.

Prepare: [In students' native language, if needed]

Explain, "In today's class, we will learn about asking for help. Have you ever been in a situation where you needed help from a friend?"

Give students a chance to respond with their personal experiences or give an example of your own if you think your students' own experiences are not ones they want to share.

Continue, "Sometimes when we have trouble, our friends can't help us. At those times, we might need to think of a way to solve the problem by ourselves. We will learn about how Anna solved a problem in today's lesson. We will also learn about how she used the strategy *Use What You Know* when her friends couldn't help her.

Teach the new words for this lesson, using the list of words found at the end of the lesson. Explain that, in this lesson, students will learn about polite requests and using the modals "would" and "could."

Present: Making polite requests

If you have multimedia capability in your classroom, play the video for [Lesson 43 of Let's Learn English](#). Have students repeat the sentences when the video pauses. If you cannot play multimedia, have four students come to the front of the class and act out the conversations between Anna and Marsha, Jonathan and Ashley.

(If possible, give students the transcript of the conversation from the end of this lesson.)

Ask students if they understand the expression "Plan B." If not, explain that people who make careful plans sometimes have more than one plan. If the first one doesn't work, they can move on to a

second plan, known as "Plan B." In this lesson, Anna calls her friends when she finds that she does not have any emergency money. She says she is moving on to Plans B, C, D, E, and F.

Point out the ways that Anna asks her friends for help. Ask students, "Did you notice how Anna asked for help?" Write on the board or shared screen:

- Would you be able to come downtown? Please?
- Well, I was wondering if you could give me some money.

Circle or underline the phrases that contain the modals *would* or *could*. Ask students to think of other sentences they have heard with *would* or *could*, or to create some related to objects in the classroom. For example:

- Would you please give me a piece of paper?
- Could you hand me that book?
- Would you be able to help me with the homework?

Explain, "These are polite requests in English. Can you tell me a way to ask that is *not* polite?" Give students a chance to answer. Possible answers may include,

- Give me a piece of paper.
- Hand me the book.
- Give me a pencil.

Point out that "be able to" is a way to ask if someone can do something. It is a very polite way to ask about someone's ability to help us.

Present 2: Use what you know

Point out how Anna finally solves her problem in today's lesson -- she plays her ukulele on the street, asking for money. Ask students if they have ever given money to someone playing music in public. If students are interested, you can teach them the English word for this activity: "busking."

Continue, "Anna knows that other people earn money by playing music on the street. She also knows how to play the ukulele. So she used what she knows to solve her problem. When we are speaking English and meet with a problem, we can also use what we know." Show students the photo on the following page, by printing it out or displaying it on a shared screen, or draw a similar structure on the board. Explain, "Let's say I want to say something about this picture. I don't know what to call this machine. So, I can use some words I *do* know in English to describe it. I might say, 'This picture shows a machine with wheels and long, thin metal pieces. It looks a little like a rake. I think it's a piece of old farming equipment.' Do you see what I did? I used what I knew to tell you about the machine. In the activity for this lesson, we will practice *using what we know*, along with making polite requests and giving excuses."



Practice

Give students copies of the Activity Sheet. Explain, "Today we will practice using what we know and making polite requests with a game." Have two students come to the front to model the activity. Prompt one to ask the question on the left side of the sheet:

Could you drive me to the airport?

Point out the images showing a doctor and a person who looks ill.

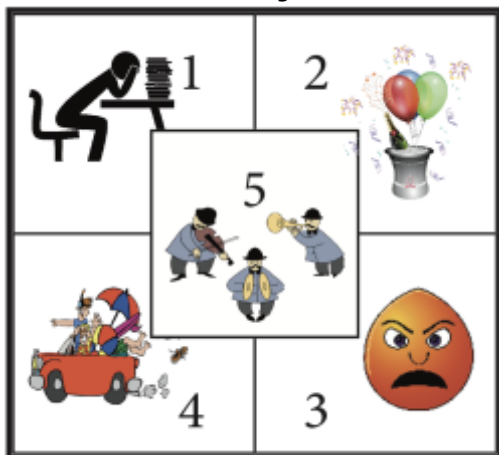
Have the class suggest how to complete the response by writing it on the board:

Sorry, I _____ to the _____.

Remind students that they know the word "doctor" from a previous lesson. They also should know the expression "have to [verb]" from a previous lesson. Fill in the blanks and have the second student offer the response to the first student.

Sorry, I have to go to the doctor.

Explain the game to students. Give each of the model students a small coin or object to use as a marker. Each should place their



marker on the "Start" space. Have one student start by closing their eyes and putting a finger down in the grid. (See grid on left.) Imagine the student touches the #3 space. Ask the student to move their marker ahead three spaces. The image shows an angry face.

Prompt the other student to ask the question on the space: "Would you be able to carry my books?" Ask the player to respond with an excuse like, "Sorry, I am too angry."

Ask students to look at the other images on the grid. Have them propose other excuses that can be made based on the images. Here are some possible excuses:

1. I have too much homework; I have to study; I am tired from studying.
2. I have to go to a party; tomorrow is my birthday; I am giving a party.
3. I am too angry; I am too upset; I just had a fight
4. I have to drive someone to ____; I am going on a trip; my car is not working.
5. I have band practice; I am going to a concert; I am listening to music right now.

Explain, "You know many words in English now. You can *use what you know* to think of good excuses when you are playing this game."

Have students form pairs to do the activity sheet together.

When students have finished, ask several volunteers to model interesting requests and excuses they created. Then, talk about any questions that come up.

Self-Evaluate

Remind students of the strategy for this lesson. "We learned about *using what we know* today. Can you think of other times you can use this strategy?" Have students write in their learning journals or on an 'exit pass' what they learned about the strategy in class today.

Expand

Explain that, "You can use the strategy *Use What You Know* when you are speaking or writing in English. It is often helpful in daily conversation. For example, we can say 'that thing' or 'the thing in your hand' to ask for something. When you are speaking English, remember to always *Use What You Know* to keep the conversation going. Try it the next time you are talking with someone and let me know if it works for you!"

Assignments for more practice

Have students listen to the [Speaking Practice video](#) and say the new words for this lesson. After the vocabulary section, the video teaches how to make polite requests with *would* and *could*.

The [Pronunciation Practice video](#) teaches the reduced forms of "what are you" and "would you" as /whatchə/ and /woʊjə/.

The supplemental videos may be assigned as homework the day before doing this lesson, or to reinforce the structures after the lesson. There is also a multimedia [Listening Quiz](#) that can be used as an individual or whole-class assessment.

Let's Learn English Lesson 43: Time for Plan B

Anna: Hey there! Tonight, I am teaching my ukulele class. It is far away. So, I am going to ride the Metro. Oh, no! I lost my **wallet**! It has my Metro card, my credit card and my money! Oh, no!

Anna: It's times like this I remember my father's important words. He said, "Anna, never ... " No wait, "Always have **emergency** money." (*Anna pulls an envelope out of her bag and looks inside*) It's **empty**. Time for Plan B. 'Extra Emergency Money.' (*Anna pulls another envelope out of her bag and looks inside*) No! It's empty too! Anna, it's time for Plan C.

Anna: Hi, Marsha!

Marsha: Hi Anna. What's up?

Anna: I'm stuck **downtown without** any money. **Would** you be able to come downtown? Please?

Marsha: Anna, I can't. I'm too busy. I have to give a big **presentation** in one hour. Sorry!

Anna: That's ok. Good luck with your presentation!

Marsha: Thanks!

Anna: Time for Plan D.

Anna: Hi, Jonathan! How's it going?

Jonathan: Hey, Anna. Things are great. What's up?

Anna: Well, I was **wondering** if *you* could give *me* some money.

Jonathan: What?

Anna: See, I lost my wallet and I'm stuck downtown and I --

Jonathan: Anna, I wish I could. I'm at the **airport** with my mother. Her **flight** leaves in two hours.

Anna: That's okay. Tell your mom to have a nice trip!

Jonathan: I do wish I could help. Thanks.

Anna: Bye.

Anna: This is serious. Time for ... Plan E.

Ashley: Hello.

Anna: Hi, Ashley! What are you doing?

Ashley: Oh! Hi Anna!

Anna: *(Anna hears a child's cries through the phone.)* Ashley, I was wondering, uh, would you be able to come downtown? And could you give me \$20?

Ashley: Anna, I can't.

Anna: I'll pay you back the money. I promise.

Ashley: Anna, I'm not **worried** about the money. I'm **babysitting**.
(off-camera to niece) That was very, very, bad!

Anna: Well, losing your wallet is bad, but it's not the end of the world, Ashley.

Ashley: I was talking to my niece, Anna.

Anna: Well, thanks anyway, Ashley!

Ashley: Good luck getting money.

Anna: Good luck babysitting!

Ashley: Thanks.

Anna: Well, Plan A, B, C, D and E did not work. Think, Anna, think.
Time for Plan F.

Montage Music

Anna: *(singing)* *Won't you give, could -- Thank you very much, sir! -- would you give me money, won't you give -- Thank you very much! -- could you give, won't you give me money -- until next time! -- won't you give me money?*

New Words

airport - *n.* a place where aircraft land and take off and where there are buildings for passengers to wait in and for aircraft to be sheltered

babysit - *v.* to take care of a child while the child's parents are away

could - *modal verb.* used in speech to make a polite request or suggestion

downtown - *adv.* to, toward, or in the main or central part of a city or town

emergency - *n.* an unexpected and usually dangerous situation that calls for immediate action

empty - *adj.* containing nothing

flight - *n.* a journey on an airplane

presentation - *n.* an activity in which someone shows, describes, or explains something to a group of people

wallet - *n.* a small folding case that holds paper money or credit cards

without - *prep.* not having or including (something)

wonder - *v.* to have interest in knowing or learning something

worried - *adj.* feeling or showing fear and concern because you think that something bad has happened or could happen

would - *modal verb.* used to ask a polite question or to make a polite request, offer, or invitation



Finish the sentences below using words from the word bank. Then, find a partner to play the game. Each player places an object on the 'Start' space. Take turns closing your eyes and touching the numbered spaces below. The number you touch tells you how many spaces forward you move. The different spaces have different rules. Follow the instructions on the dark spaces. On the white spaces, let your partner read the question aloud. Look at the picture next to the number you touched and use what you know to create an excuse as a response. If you cannot think of an excuse you must move back to your original space. The first person to reach the 'Finish' space wins.

Word Bank		
have	able	go
airport	am	doctor
tired	drive	be
would	to	could



Could you drive me to the airport?



Sorry, I _____ to the _____.



_____ you _____ to call a taxi for me?



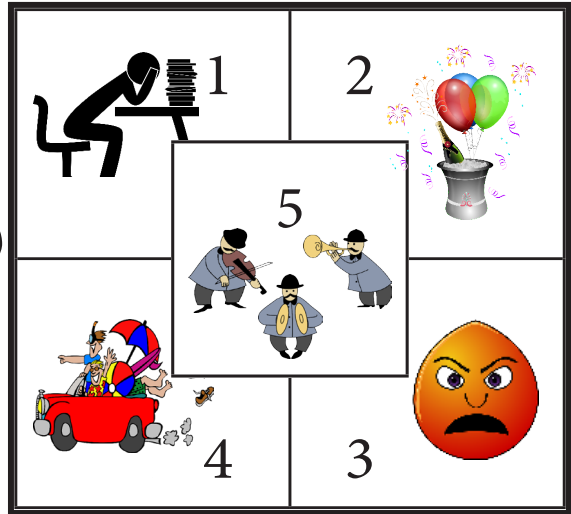
Sorry, I _____ too.



I touched the number 2. I go two spaces ahead.

Okay. "Could you help me clean my apartment?"

Sorry, I have to go to a party.



START	GO BACK TO START	Could you help me clean my apartment?	Would you be able to carry my books?	MOVE AHEAD ONE SPACE
				LOSE YOUR NEXT TURN
Could you show me where the library is?	GO BACK TO START	FINISH		Would you be able to help me study?
Could we stay with you this weekend?				CHANGE PLACES WITH YOUR FRIEND
Would you be able to cook us dinner?	MOVE AHEAD TWO SPACES	Would you be able to take her to school?	GO BACK ONE SPACE	Could you show me how to fix my bicycle?

Answers for above

Could you drive me to the airport?
Sorry, I have to go to the doctor.

Would you be able to call a taxi for me?
Sorry, I am too tired.

What is CALLA?

This lesson is based on the CALLA approach. The Cognitive Academic Language Learning Approach (CALLA) is an instructional model for second and foreign language learners based on cognitive theory and research.

CALLA integrates instruction in priority topics from the content curriculum, development of the language skills needed for learning in school, and explicit instruction in using learning strategies for academic tasks.

The goals of CALLA are for students to learn essential academic content and language and to become independent and self-regulated learners through their increasing command over a variety of strategies for learning in school. CALLA can be used in ESL, EFL, bilingual, foreign language, and general education classrooms.

A list of CALLA learning strategies follows. These strategies were researched by J. Michael O'Malley and Anna Uhl Chamot.

METACOGNITIVE STRATEGIES

Plan / Organize

Before beginning a task:

Set goals.

Plan the task or content sequence.

Plan how to accomplish the task (choose strategies).

Preview a text.

Monitor / Identify Problems

While working on a task:

Check your progress on the task.

Check your comprehension as you use the language. Do you understand? If not, what is the problem?

Check your production as you use the language. Are you making sense? If not, what is the problem?

Evaluate

After completing a task:

Assess how well you have accomplished the learning task.

Assess how well you have used learning strategies.

Decide how effective the strategies were.

Identify changes you will make the next time you have a similar task to do.

Manage Your Own Learning

Determine how you learn best.

Arrange conditions that help you learn.

Look for Ways to Practice.

Focus your attention on the task.

TASK-BASED STRATEGIES - USE WHAT YOU KNOW

Use Background Knowledge

Think about and use what you already know to help you do the task.

Make associations between new information and your prior knowledge.

Use new information to clarify or modify your prior knowledge.

Make Inferences

Use context and what you know to figure out meaning.

Read and listen between the lines.

Go beyond the text to understand its meaning.

Make Predictions

Anticipate information to come.

Make logical guesses about what will happen in a written or oral text.

Make an estimate (math).

Make a hypothesis (science).

Personalize

Relate new concepts to your own life, to your experiences, knowledge, beliefs and feelings.

Transfer / Use Cognates

Apply your linguistic knowledge of other languages (including your native language) to the target language.

Recognize cognates.

Substitute / Paraphrase

Use a synonym or descriptive phrase for unknown words or expressions.

TASK-BASED STRATEGIES - USE YOUR SENSES

Use Images

Use or create an actual or mental image to understand and/or represent information.

Use or draw a picture or diagram.

Use Sounds

Say or read aloud a word, sentence, or paragraph to help your understanding.

Sound out/vocalize.

Use your "mental tape recorder" to remember sounds, words, phrases, and/or conversations.

Use Your Kinesthetic Sense

Act out a role, for example, in Readers' Theater, or imagine yourself in different roles in the target language.

Use real objects to help you remember words, sentences, or content information.

TASK-BASED STRATEGIES - USE YOUR ORGANIZATIONAL SKILLS

Find/Apply Patterns

Apply a rule.

Make a rule.

Recognize and apply letter/sound, grammar, discourse, or register rules.

Identify patterns in literature (genre).

Identify patterns in math, science, and social studies.

Classify/Sequence

Categorize words or ideas according to attributes.

Classify living things; identify natural cycles.

Identify order and sequences in math, science, and social studies.

Sequence events in history.

Take Notes

Write down important words and ideas while listening or reading.

List ideas or words to include in speaking or writing.

Use Graphic Organizers

Use or create visual representations (such as Venn diagrams, time lines, webs, and charts) of important relationships between concepts.

Summarize

Create a mental, oral, or written summary of information.

Use Selective Attention

Focus on specific information, structures, key words, phrases, or ideas.

TASK-BASED STRATEGIES - USE A VARIETY OF RESOURCES

Access Information Sources

Use the dictionary, the internet, and other reference materials.

Seek out and use sources of information.

Follow a model

Ask questions

Cooperate

Work with others to complete tasks, build confidence, and give and receive feedback.

Talk Yourself Through It (Self-Talk)

Use your inner resources. Reduce your anxiety by reminding yourself of your progress, the resources you have available, and your goals.