

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 46: May I borrow that?

Objectives

- Students learn the verb structures with *lend*, *borrow*, and *loan*
- Students practice asking for permission
- Students practice pronouncing names of office supplies and focus on words ending with "r"
- Students practice the strategy: *Act It Out*

Materials needed

Download the [Activity Sheet](#) for Lesson 46 or print it from the end of this lesson. (Fields in the online sheet become fillable when the file is downloaded.)

Students may be assigned the web-based homework of viewing the videos for [Let's Learn English Lesson 46](#) before this lesson.

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

Ask students, "Do you ever forget words in English? Sometimes you know the word, but it just will not come out of your mouth as fast as you want it to. What do you do when that happens?"

Instruct students to raise their hands to answer or to tell their neighbor their answer, depending on the size of the class.

Give students time to respond. Write students' strategies on the board or shared screen. Possible answers may be: use gestures, draw a picture, use similar words, or translate into a shared other language.

Refer to the list you and the students have created, and explain, "Sometimes, we need to use one of these strategies when we are talking in a noisy room. Have you ever been on the street or in a loud party, where you want to say something but the other person can't hear you? That's also a good time to use a strategy like this. We will see what Anna does at a time like that in today's lesson."

Introduce the topic of gift giving - depending on the culture that the students share, bring up a typical holiday on which gifts are exchanged between friends, family members or neighbors.

Draw on your own experience: "In my family, we like to make gifts for each other. When I was younger I always made gifts for my mother when we had art class in school. I like to work with clay, so I made her some clay dishes."

"What do you do when you want to give someone a gift? What do you like to make for a gift?" Instruct students to first tell their neighbor their or raise their hands to answer individually. Have several students share their stories about handmade gifts.

Teach the new words for this lesson, using the list of words found at the end of the lesson and the photos of the office supplies. The end of the Speaking Practice video has images of the office supplies and pronunciation of their names.

An alternative way to introduce the office supplies would be to play the [Pronunciation Practice video](#), which shows the hat as Anna says the name of each item on it.

Explain that, in this lesson, students will learn about how to use the verbs "borrow" and "lend." Explain, "Anna needs to 'borrow a couple of things' to make her friend a present. Let's find out how she does it in this lesson."

Present 1: Lending and Borrowing

If you have multimedia capability in your classroom, play the video for [Lesson 46 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; Anna and Amelia and Anna and Jonathan.

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

Ask students to find the places in the conversation when Anna and her friends use the words borrow, lend, or loan. Write them on the board or circle them with an overhead projection of the script.

- Amelia, may I borrow your stapler?
- I can lend you my stapler, Anna.
- Jonathan! Can I borrow your scissors?
- Yes, I can lend them to you, but you must return them.

- Many people loaned or shared their supplies ...

Have two students come to the front of the room and help demonstrate the concepts of borrowing and lending with a book or other classroom object. Prompt them to act out each sentence as you or they say it aloud.

Say, "Student A, you want to borrow Student B's book. Please ask for it using 'may'."

(Student A: "May I borrow your book, Student B?")

Say, "Student B, tell Student A you can lend him/her the book, but they must bring it back to you tomorrow."

(Student B: "Sure, I can lend you the book. But please bring it back tomorrow.")

(The names Student A and Student B are placeholders for the names of the students who volunteer to demonstrate the concepts.)

You may play or assign the end of the Speaking Practice video for this suggestion on how to remember the meanings of the verbs borrow, lend and loan:

English learners have trouble with the verbs borrow, lend and loan. Here's one way to remember the difference.

BORROW - starts with the letter "**b**" and so does the phrase "**bring it back**." When you **borrow** something, you must **bring it back**.

LEND and LOAN - start with the letter "**l**" and so does "**let**." When you **lend** or **loan** something, you **let** someone use it. These words can be used in most of the same situations. Loan can also be a noun.

Present 2: Act It Out

Introduce the strategy *Act It Out* by playing the video clip of Anna asking Jonathan to borrow his scissors, or having two students act it out. "In this lesson, Anna wants to ask Jonathan to borrow his scissors. But he is listening to music, and he doesn't hear her. What does she do?" Have students describe in their own words the fact that Anna is miming, or gesturing, to show she wants to use the scissors.

Continue, "Remember when we talked about this earlier? You called it (making gestures or a word in the students' native language). We can also call this 'acting it out.' This strategy is special, because it can help us in two ways. One way is what we saw with Anna and Jonathan. You're in a loud place, or you don't remember a word, and you act it out with your hands or body. The other way it can help us is when we are learning new words or phrases. When we use an action, or *act out* a new word, it gives our brain a stronger connection, or link to the meaning of the word. Let's say we want to use it with the verbs 'borrow' and 'lend.' How can we act those verbs out?" Give students a chance to think and respond. Refer to their suggestions as you have the class take part in the following exercise.

Give students these instructions. Tell students they can use either 'may' or 'can' when they ask for permission to borrow something:

1. Pick up a pen or pencil
2. Stand up
3. Face the student next to you
4. If you are the student facing ['the door to the classroom' or 'the front of the room/windows'], put your own pen or pencil down, then ask your neighbor, "May I borrow a pen/pencil?"

- Hold out your open hand as you say the word 'borrow,' and make a writing motion as you say the word 'pen' or 'pencil.'
5. If you are the student facing away from the [door,] tell your neighbor, "Yes, I will lend you a pen/pencil." Hold the pen out to your neighbor as you say the word 'lend.'
 6. Now switch roles. People facing away from the [door,] ask "Can I borrow a pen/pencil?" Move your open hand toward your partner as you are saying the word 'borrow,' and make a writing motion as you say the word 'pen' or 'pencil.'
 7. People facing the [door,] give your neighbor their pencil back. This time, let's use the word 'loan.' As you hand the pen or pencil over, say "Yes, I can loan you a pen/pencil."

"Let's practice *acting it out* today while we are talking about borrowing and lending."

Practice

Give students copies of the [Activity Sheet](#). (Note: for a fillable pdf, download from the lesson page.)

Explain, "Begin by completing the words in the left column." When students have finished, have two students stand up and demonstrate the activity.

Explain, "Now, you can use the words to finish the sentences in the conversations on the right side of the sheet. As you say the new words, *act them out* - for example, when you say, 'your highlighter,' make the motion of writing with a highlighter."

Students can demonstrate as below:

Student A: May I borrow (*making the motion of receiving an object*) your highlighter (*making the motion of highlighting*)?

Student B: Sorry, no. I am using it.

Student A: Do you have a stapler (*making motion of stapling*) I could borrow?

Student B: Yes. I have one I can lend (*making the motion of handing a stapler over*) to you.

Have students form partners do the activity sheet together and write their own conversation and draw a picture of the object they are talking about at the bottom of the page.

When students have finished, ask several volunteers to act out the conversation they wrote. Then, talk about any questions that come up.

Self-Evaluate

Remind students of the strategy for this lesson. "Think about the strategy: *act it out*. Did it help you remember the new words that you learned? 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 *act it out* when you are speaking in English. If you have to give a presentation, it would help you to *act it out* at home before you do it in class. You can also use *act it out* to help you learn new things in science, history, and math. In math class, we call it 'using manipulatives.' In science class, we may say it's 'doing an experiment.' We are using real objects to learn the scientific principles we study. In history, we call it 'reenacting' a historical event. Look at your homework tonight for your other classes. Think about how *acting it out* can help you with the assignment. In our next class, I'd like to hear about what you noticed.

Assignments for more practice

Have students listen to the [Speaking Practice video](#) and say the new words for this lesson. The video also provides images and pronunciation of the office supplies seen in the video. After the vocabulary section, the video teaches how to ask politely to borrow something.

The [Pronunciation Practice video](#) teaches the pronunciation of the final "r" sound in American English.

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 46: May I borrow that?

Anna: Have a nice day at work Marsha!

Marsha: You too, Anna. Oh, wait. Do you have pen and paper I can **borrow**?

Anna: Of course.

Marsha: We are meeting at this restaurant tonight.

Anna: What is happening tonight?

Marsha: Today is my birthday. We are **celebrating** at 7pm tonight. Did you forget?

Anna: Sorry, Marsha! I gotta go! See you later!

Marsha: Don't forget! Tonight ... 7pm!

Anna: I forgot Marsha's birthday! And I don't get my **paycheck** until next week. I know. I'll make her a gift. I'll just have to borrow a couple of things.

Anna: Amelia, may I borrow your **stapler**?

Amelia: Sure. I can **lend** you my stapler, Anna. But please return it. It's my favorite stapler.

Anna: You can trust me. I understand. One time, I loaned my stapler to the wrong person.

Anna: Thanks, Amelia.

Amelia: **Don't mention it.** Bye, stapler!

Anna: Jonathan! Can I borrow your **scissors**?

Jonathan: Oh! Hi, Anna! What're you doing?

Anna: Can I borrow your **scissors**? Sorry to bother you.

Jonathan: Yes, I can lend them to you, but you must return them. These scissors -- they are the **sharpest** scissors in the office. Watch.

Anna: Wow, those are sharp. I will be very careful.

Jonathan: Okay.

Anna: And I'll **bring** them back tomorrow.

Jonathan: Good.

Anna: Thank you.

Jonathan: You're welcome.

Anna: Happy Birthday, Marsha! (gives Marsha a gift)

Marsha: Thanks, Anna! I love birthday gifts! Anna, it is ... interesting. What is it?

Anna: Well, I know you love hats. And you need office **supplies**. So, this is your own office supply hat!

Marsha: Wow! That is a lot of office supplies!

Anna: Many people loaned or shared their supplies with me. Some people really love their office supplies. It has paper, pens, tape, erasers, rubber bands, binder clips, paper clips, and a light!

Marsha: What is the **balloon** for?

Anna: The balloon will help your friends find you. Let's try it! You get a seat in the restaurant - I will find you!

Anna: Sometimes all the money in the world can't buy the perfect gift. Until next time!

New Words

borrow - *v.* to take and use (something that belongs to someone else) for a period of time before returning it

bring back - *phrasal verb.* to return with (something or someone)

celebrate - *v.* to do something special or enjoyable for an important event, occasion or holiday

gift - *n.* something that is given to another person

lend - *v.* to give (something) to (someone) to be used for a period of time and then returned

loan - *v.* to give (something) to (someone) for a period of time

mention - *v.* to talk or write about something or someone in a brief way

don't mention it - used to answer someone who has just thanked you for something

paycheck - *n.* the money that you regularly earn

sharp - *adj.* having a thin edge that is able to cut things

supplies - *n.* [plural] things (such as food, equipment, fuel, and so on) that are needed for a particular purpose

balloon



binder clips



eraser



paper



paper clips



pens



rubber bands



scissors



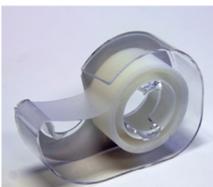
staple



stapler



tape



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.