



LEVEL 1
LESSON 47
HOW CAN I HELP?

Topics Describing problems Offering and accepting help	Prepare Before Class Copies of a learner's dictionary, a thesaurus, and/or a visual dictionary Students' own dictionaries
Learning Strategy Find Out	Goals Grammar: Past and present continuous tenses; reflexive pronouns (reviews) Speaking: Offering and accepting help Pronunciation: Reduced form of "I will" to talk about the future.

Day 1

Introduce the Lesson Topic

Ask students to remember the last time they saw someone who needed help. Say, "What do you say in English when you see a friend who needs help? Let's say they are carrying a heavy box."

Instruct students to tell their neighbor their answer. Give students time to respond. Ask some pairs to share with the class.

Write students' responses on the board, such as:

- May I help you?
- Can I help you?
- Would you like some help?
- Do you need some help?
- What can I do for you?

Refer to the list you and the students have created, and explain, "In today's lesson we are going to learn about offering help and accepting help."

Teach Key Words

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

Learning Strategy

Continue: “The other thing we’re going to learn about today is how we find information when we need it. Let’s say you are writing an email to an English-speaking friend. You want to tell them about our last/upcoming school holiday, but you don’t know how to describe it in English. What can you do? Tell your neighbor your answer first.”

Instruct students to raise their hands if they want to share their answer after they have told their neighbor. Students may answer, “I look in a dictionary,” “Use Google to look for it in English” and “Ask a friend or my teacher.”

Write students’ responses on the board. Say, “Let’s see what our friends in the video do when they want to learn something new.”

Present the Conversation

Tell students that the video will show Anna and Pete talking about fixing his car.

Main Video Script – Lesson 47

1. Listen:

How can I help?

Speak:

_____ I help? (How can)

2. Listen:

When I was a teenager I was fixing cars myself.

Speak:

When I was a teenager I _____ cars myself. (was fixing)

Ask, “How does Pete know about fixing cars?” Give students time to respond.

Continue, “Pete is like many people who look at videos on You Tube to learn how to do something. How about Anna? How did she learn to fix cars?” Explain that when Anna said, “I learned from a master,” she means that she learned from a more experienced person.

Ask, “What are some other ways we can learn something new?” Ask students to look around the classroom for sources of information, encouraging them to think creatively. They may find dictionaries, textbooks, thesauruses, laptops, computers, cell phones, glossaries, wordlists, a teacher or other students.

Conclude, “You have many sources of information available to help you in learning English. We will practice using them in this lesson.”

Day 2

Speaking Practice

After the key words, the Speaking Practice video teaches how to offer and accept help from someone.

Speaking Practice Video Script – Lesson 47

1. Offering Help

In this lesson Anna sees her friend Pete. He is working on his car. Listen to the way she offers help to Pete:

Anna: How can I help? I was planning to visit some friends. But if you need help, I can help. I like helping.

Anna asks the question, “How can I help?”

Another way to offer help is to ask, “Would you like help with ____?”

Listen to this conversation:

A: “Would you like some help with your homework?”

B: “Yes I would like some help. I don’t understand question 4.”

2. Now you try it. A friend or family member cooked a meal for you. Now it is time to wash the dishes.

Speak:

Thanks for the delicious food. Do you need help _____ the dishes? (with)

3. Accepting Help

In this lesson Pete does not want Anna’s help.

Listen to his answer when Anna asks, “How can I help?”

Pete: Anna, I can fix it myself. But thanks. Because Pete and Anna are friends, Pete is using informal language. Normally we would say, “No, thank you. I can do it myself.”

If you do want to help, you can say “Yes I would like some help,”

4. Now you try it. Answer this question:

Listen:

Do you need help with learning English?

Speak:

Yes I do. I would like some help _____
_____. (with learning English)

Pronunciation Practice

The Pronunciation Practice video teaches about saying the reduced form of “will” when talking about the future.

Pronunciation Practice Video Script – Lesson 47

1. When Americans Reduce the words I + will To make I’ll, the short form sometimes it sounds like /ah/

Listen to Anna and Pete:

Anna: 450! That’ll take too long! If I fix your car, I’ll have it running in 10 to 15 minutes...
Um, I’ll get my tools. I’ll be back in a flash!

Pete: I’m out of gas. Sorry, Anna. I’ll go get some.

2. Now you try it.

Tell a friend you will return soon.

Speak:

_____ be back in a flash (I’ll /ah/)

Day 3

Activity Sheet

Remind students, “There are many way to find out what you need when you are learning English. Let’s use some of them today as we do the activity.”

Have students pair up. Then give each pair of students a set of the “A” and “B” copies of the Activity Sheet. Pass around books or resources you have brought to class or arrange for a work station at which students can use a computer to access online dictionaries.

Explain, “Begin by matching the words in the left column to the pictures. If you need help, be sure to look for the words in your dictionary or ask someone who may know the word.” When students have finished the matching, hold up the pictures of the household tools (see Resources) and ask students to say the name of each of them.

Explain, “Now let’s look at our houses. Each member of a pair has different problems in the house. Find your problems and complete the words next to the picture of the problem. Student A: ask your partner, ‘How can I help?’ Student B: tell your partner about your problem. Back to Student B: answer your partner with the name of one of the tools.

Have two students stand up and demonstrate the activity using the completed items on their Activity Sheets:

Student A: How can I help?

Student B: I have a clogged toilet.

Student A: I can help. I have a plunger.

Ask Student A to point to the picture of a plunger to show the meaning. Remind students they can refer back to the matching exercise as a source of information to help with the activity. Have the same pair demonstrate the second model with a different student beginning with “How can I help?”

Student B: How can I help?

Student A: My window is dirty.

Student B: I can help. I have some glass cleaner.

Tell students: “Remember, as you do this activity, you can stop to look for or ask about new words. Find out about the words you do not understand.” When students have finished, ask several students to act out the conversations they did.

Day 4

Listening Quiz

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

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

1. Anna says, “How can I help? I was planning to visit some friends. But if you need help, I can help. I like helping.”
2. Anna says, “Pete, I think I found your problem. These are spark plugs. They start the engine.” Pete says, “I know that, Anna. But there were too many spark plugs ... in there. So I took out the extra ones.”
3. Pete says, “Well, Anna, last night I was watching the online video course, ‘You CAN Fix a Car Yourself!’”
4. Pete says, “It’s not starting! It’s not starting!” and “This car is stupid ... stupid, stupid!”
5. The Master asks, “What are you forgetting, Anna?” Then Anna says, “You are out of gas.”

Writing

Give the writing assignment as an in-class activity or homework. Discuss the vocabulary words that may be used for the topic. Write some of them on the board for students to use in their written work.

Write the writing topic on the board:

In this lesson, Anna helps Pete fix his car. When was the last time you helped a friend or family member? What were they doing when you helped? What were you doing to help them?

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

Conversation

Anna: Hi, Pete. What are you doing?

Pete: Oh! Hi, Anna. Right now, I am fixing my car.

Anna: How's it going?

Pete: It's going ... not so good.

Anna: Okay so the one we're looking for someone to tell for one week

Pete: Anna, I can fix it myself. But thanks.

Anna: Pete, I think I found your problem. These are spark plugs. (holds them up)

Anna: They start the engine.

Pete: I know that, Anna. But there were too many spark plugs ... in there. So I took out the extra ones.

Anna: There are no extras, Pete. You need all of them. Pete, can you fix a car yourself?

Pete: Well, Anna, last night I was watching the online video course, "You CAN Fix a Car Yourself!"

Dan: Yes, you CAN fix your car yourself!

Pete: And I watched the first 10 lessons. So, I think I know what I'm doing.

Anna: How many lessons are there?

Pete: Four hundred and fifty.

Anna: 450! That'll take too long! If I fix your car, I'll have it running in 10 to 15 minutes.

Anna: Where're your tools?

Pete: I have this. (puts a useless tool in her hand). And this. (hands her another useless tool)

Anna: Great. Um, I'll get my tools. I'll be back in a flash!

Pete: But, Anna, I don't need your ...

(She goes and quickly comes back with tools.)

Pete: ... help.

Anna: Pete, when I was a teenager, I was fixing cars -- myself. I learned from a master.

Anna: You can trust me.

Pete: Okay.

Anna: Great! But we need teamwork. You sit in the car. When I say "go," you start the engine.

Anna: Okay, go!

Anna: Stop!

Anna: Okay, go! Huh.

Pete: It's not starting! It's not starting!

Anna: What's wrong?

Pete: This car is stupid ... stupid, stupid!

Anna: Pete, kicking the tires will not help.

Pete: Well, you did not help, Anna. You did not help!!

Anna: Pete, Pete! Pull yourself together, man. Give me the keys. I must feel the key in the ignition and turn it myself.

Master: Use the key, Anna. Turn the key, Anna. What are you forgetting, Anna?

Anna: Pete. Pete.

Pete: What?

Anna: You are out of gas.

Pete: I can't be out of gas. (looks at gauge) I'm out of gas. Sorry, Anna. I'll go get some.

Anna: Pete. You relax. Clean your face. You can watch the rest of your online video course. It'll be faster if I go ... in a flash. Until next time ...

Dan (in the online video course): "Lesson 11. Always make sure you have a full tank of gas!"

Key Words

break - *n.* a brief period of time during which someone stops an activity

course - *n.* a series of classes about a particular subject in a school

engine - *n.* a machine that changes energy (such as heat from burning fuel) into mechanical motion

face - *n.* the front part of the head that has the eyes, nose, and mouth on it

fix - *v.* to make (something) whole or able to work properly again or to repair (something)

flash - *n.* a sudden appearance or occurrence of something

ignition - *n.* the electrical system in an engine that causes the fuel to burn so that the engine begins working

key - *n.* a device that is used to open a lock or start an automobile

kick - *v.* to hit (someone or something) with your foot

master - *n.* a person who has become very skilled at doing something

spark plug - *n.* a part of an engine that produces a spark that makes the fuel burn

stupid - *adj.* informal. used to refer to something in an angry or irritated way

tank - *n.* a container for holding a liquid or gas

tire - *n.* a rubber ring that usually contains air and wheel of a car, or bicycle

tool - *n.* something (such as a hammer, saw, shovel, and so on) that you hold in your hand and use for a particular task

video - *n.* a movie, television show or event that has been recorded so that it can be watched on a television or computer

Quiz - Level 1, Lesson 47 - How Can I Help?

Listen. Circle the letter of the correct answer.

1. What does Anna want to do?

- a. Go on a trip in Pete's car
- b. Borrow Pete's car to visit friends
- c. Help Pete fix his car
- d. Take Pete to visit some of her friends

4. Why is Pete yelling?

- a. Pete is angry because Anna is helping.
- b. He is angry because the spark plugs do not work.
- c. Pete is angry because the car will not start.
- d. He is angry because the car is stupid.

2. Why does Pete take out the spark plugs?

- a. Pete is cleaning the spark plugs.
- b. He is putting new spark plugs in the engine.
- c. Pete thinks they did not work.
- d. He thinks there were too many in the engine.

5. What did Pete forget to do?

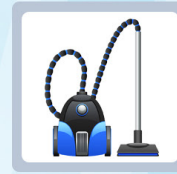
- a. Fill the tank with gas
- b. Turn the key in the ignition
- c. Watch the video course
- a. Ask the Master for advice

3. Where did Pete learn how to fix his car?

- a. Pete learned from a teenager.
- b. He watched videos online.
- c. Pete studied at a local garage.
- d. He took lessons from Anna.

Match the pictures of the objects used for solving problems with their correct names and definitions. Then fill in the blanks to complete the names of the problems in the house below. Now work with a partner. Take turns asking how you can help each other solve the problems in your houses. When your partner asks you if they can help, choose a problem from below and ask them if they have something that can solve it. When your partner tells you their problem, look at the objects you have and answer yes or no.

STUDENT A



How can I help?

Yes, I have a plunger.

VACUUM
CLEANER

for dirty
floors

MOP

for spilled
drinks

WRENCH

for leaky
faucets

PLUNGER

for clogged
toilets

Do you
have
something
for a
clogged
toilet?



___ _ _ ken

ob ___ _ _

d i r t y

w i n d o w



em ___ _ y

___ u ___ l

t ___ nk

pi ___ e

o ___

___ ar ___ b ___ ge



Match the pictures of the objects used for solving problems with their correct names and definitions. Then fill in the blanks to complete the names of the problems in the house below. Now work with a partner. Take turns asking how you can help each other solve the problems in your houses. When your partner asks you if they can help, choose a problem from below and ask them if they have something that can solve it. When your partner tells you their problem, look at the objects you have and answer yes or no.

STUDENT B



How can I help?

Yes, I have some glass cleaner.

GLUE
for broken objects

GLASS CLEANER
for dirty windows

EXTRA GAS CAN
for empty fuel tanks

BROOM
for pile of garbage

Do you have something for a dirty window?

s _ _ lled
dr _ _ _

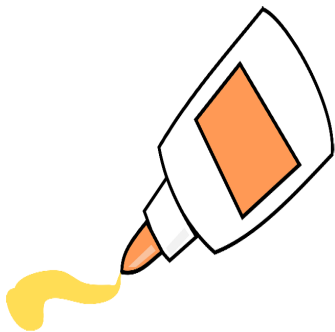
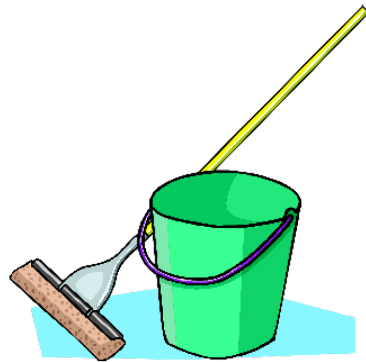
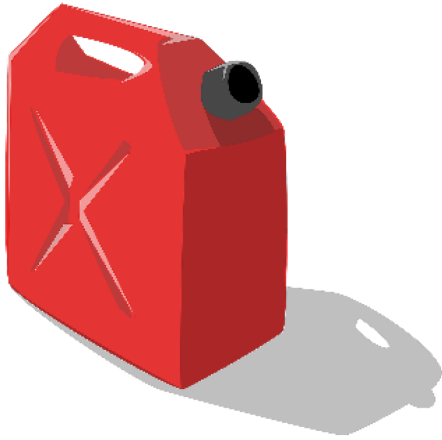
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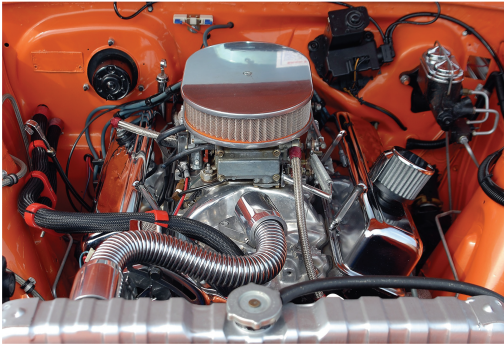
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Tools



Words for Lesson 47



engine



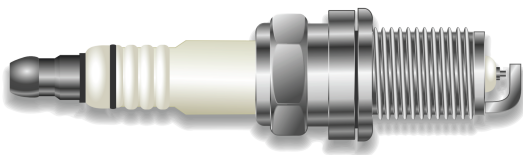
face



ignition



key



spark plug



tank



tire



tool