



<b>Topics</b> Apologizing Giving reasons or excuses	<b>Prepare Before Class</b> Paper for folding into an airplane
<b>Learning Strategy</b> Self talk	<b>Goals</b> Grammar: Imperative (command) verb forms; BE verb in the past tense Speaking: How to apologize Pronunciation: Saying “well” when giving an unexpected answer

**Day 1**

***Introduce the Lesson Topic***

Tell students, “In this lesson, we will talk about learning a new skill. There are times when we have to show that we learned something well - like when you take a test. We will talk about how we feel at those times and how we can feel more confident.

“This lesson also shows us how to apologize (say we are sorry) and give an excuse. In some English-speaking cultures, such as in the United States, people think it is good to give a reason when making an apology. In some other cultures, this is not necessary.”

Explain, “We will also learn the command form of verbs. We use it to tell someone what to do. For example, if I say, ‘Stand up,’ that is a command.”

## ***Present the Conversation***

Tell students that the video will show Anna taking a driving test. Play the video or ask a few students to read the conversation. If they are reading the conversation, ask three or four students come to the front of the class.

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

After watching the video, ask students what they think of Anna's driving. Will she be a good driver?

### **Main Video Script – Lesson 28**

#### **1. Listen:**

Did you pass the test the first time?

Speak:

\_\_\_ you \_\_\_ the test the first time?

Listen:

No, but I did pass the second time.

Speak:

No, but I \_\_\_ pass \_\_\_ second time.

#### **2. Listen:**

Please, don't yell.

Speak:

\_\_\_\_\_, don't \_\_\_\_\_.

Listen:

I'm sorry, I was afraid.

Speak:

I'm \_\_\_\_\_. I \_\_\_\_\_ afraid.

## ***Learning Strategy***

Ask, "How do you feel when you learn something new, like driving a car, riding a bicycle, or swimming?" Write some responses on the board. Some answers may include: nervous, afraid, excited, proud, happy, hopeful.

Ask students, "What do you do if you are nervous or afraid?" Write their answers next to the previous list.

Explain, "Let's try using something called self-talk. It means telling yourself you can do something well, like using English."

"When we need to be more confident, we can use self-talk. In this lesson, Anna uses self-talk. John asks her about it.

John: Why are you talking to yourself?

Anna: I am a little nervous. When I'm nervous, I talk to myself.

John: You don't need to be nervous.

Talking to yourself in English can help you relax and do better. It can also give you more chances to practice using English."

### Teach Key Words

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

After the key words, the video teaches the imperative verb form. Here is the script:

#### Speaking Practice Script – Lesson 28

1. In this lesson the man giving the driving test tells Anna to do many things. He uses the imperative verb form.  
An imperative is the base verb which is the same as the first person simple present form of the verb.

3. Listen to the man giving the driving test:  
Please start the car.  
Please, stop pushing the gas pedal!  
Okay, when you are ready, turn.  
Look out for that car! Brake! Brake!!  
Anna, stay on the street!

2. Imperatives are direct, and people sometimes use them when angry or afraid. To be polite, people sometimes use “please” with an imperative verb.

4. Now you try it. Use an imperative verb to tell someone what to do.  
Look at the picture  
Please \_\_\_\_\_ the wood. (cut)



### Practice Apologies

This activity introduces apologies and excuses shown in the conversation. Explain, “Sometimes we have to apologize, or say we are sorry for doing something. Listen to this part of the conversation:

John: Please, stop pushing the gas pedal!

Anna: Sorry.

Anna is making John nervous by pushing the gas pedal too many times. Anna says ‘Sorry.’ Can you find another time when someone says ‘Sorry?’”

Students should find this exchange in the conversation:

Anna: Please don't yell at me!

John: I'm sorry. I was afraid.

Explain to students, "John knows he should not yell at Anna. After he says, 'I'm sorry' he gives her a reason for yelling: He was afraid. In many cultures, people give a reason, or an excuse, when they apologize. Now let's try apologizing to our partners."

Ask a pair of students to help you show the activity. Here is how the students should practice:

Student A: Please sit down.

Student B: I'm sorry. I can't because there is no chair.

Here is another example:

Student B: (to a seated student) Please stand up.

Student A: I'm sorry. I can't stand up. My legs are tired.

Ask students to sit with a new partner. Tell them to take turns telling their partner to do something such as "stand up" "sit down" "open a book" or "open the door."

Tell the other partner to say "Sorry, I can't stand up/sit down/open the door/get a book from the shelf..." and give a reason why they cannot.

Walk among the students as they do the activity. Listen to their commands and responses and choose a few examples to share with the class. Tell them to share the command and the reason they gave for not obeying the command.

**Pronunciation Practice**

The Pronunciation Practice video teaches how American English speakers make the sound longer when saying “well” to show they are giving an unexpected answer.

Pronunciation Practice Video Script – Lesson 28

<p>1. In American English, sometimes speakers will make words longer to show what they are thinking. One of these common words is “well,” which is sometimes used to show that you are going to tell someone something that they do not expect.</p>	<p>3. Anna makes the word “well” longer because she is going to tell Marsha bad news: she did not pass her test the first time she took it.</p>
<p>2. In the video, Anna says, “well” when Marsha asks about the driving test.</p> <p>Marsha: Did you pass the test the first time?          Anna: Well... No, but I did pass the second time.</p>	<p>4. Now you try it. Use “well when someone asks about your homework.</p> <p>Did you do your homework?          Speak:          _____.... no. (Well)</p>

Play the video or read the explanation below. Give students a chance to practice using “well” in this way by writing some situations on the board:

- Will you loan me some money?
- Will you do my homework for me?
- Please help me move tomorrow.

Ask students to use “Well...” to give a negative answer to their partner.

**Activity Sheet**

Hand out copies of the Activity Sheet. Have two students come to the front of the room to show the activity. Explain, “We’re going to practice giving commands and using self-talk.”

Speak to one student: “Imagine you are giving a driving test. Tell [other student’s name] to open the car door.”

Student A: “Open the door and get inside.”

Tell Student B: “Now I want you to use self-talk. For practice today, let’s imagine you need to be more confident. Tell yourself you can open the door and get inside. Use your body to show what you are doing.”

Student B: “Okay. I can do it. I am opening the door. (gestures opening a car door) Now I am getting inside.”

Ask students, “What should be next?” Take student ideas. Ask Student A to use the imperative to give a command to Student B: “Check your mirrors.”

Encourage Student B to respond with self-talk.

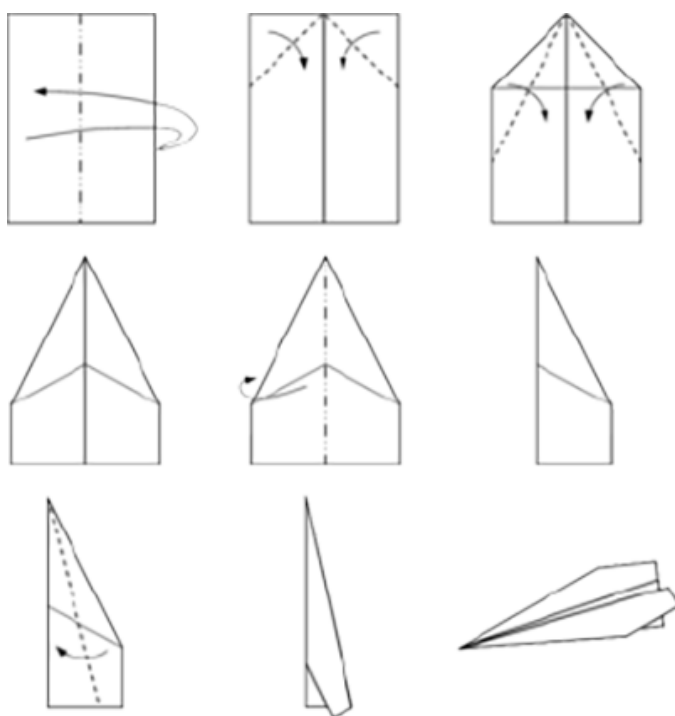
Student B: “I know how to check the mirrors. I am checking the mirrors.”

Thank the two students and have them return to their seats.

Ask the class to form pairs, then continue with the top part of the Activity Sheet. After most pairs have completed that part, call for student volunteers to show the steps for the other tasks.

Move to the lower part of the Activity Sheet. Ask students to give an example of something they know how to do. They should then explain the steps to their partner and listen to their partner tell how to do something. Each partner should write the steps.

Use the example to write a set of steps on the board with the imperative verb form. Here are steps for making a paper airplane:



**Take a piece of paper.**  
**Fold the paper in half.**  
**Open the paper. Fold in one corner.**  
**Fold in the other corner.**  
**Fold the paper in half on each side and throw it.**

## ***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, "This is my driver's license. I passed my driving test. Today I rented a car so I can drive around Washington, DC. You can see more of the city this way."
2. Marsha says, "Anna, did you get your driver's license?"
3. Anna says, "I was really nervous driving in Washington, D.C. traffic!"
4. Marsha asks: "Did you pass the test the first time?" Anna answers, "Wellllll, no... but I did pass the second time."
5. Anna says, "I am a little nervous. When I'm nervous, I talk to myself."
6. Here is the video script:  
John says, "Okay, when you are ready, turn." Anna says, "Great!" John says, "Not now! You almost hit that car!" Anna says, "You said 'turn.'" John says, "Look first! There were cars in the street." Anna says, "Please don't yell at me!"
7. John says, "You were driving too slow! Anna, stay on the street! Hands on the wheel, Anna."
8. Anna says, "Please don't yell at me!" John says, "I'm sorry! I was afraid." Anna says, "You were yelling." John says, "Look out for that car! Brake! Brake!!"

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

## ***Writing***

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

For this writing topic, it may be helpful to suggest skills the students might have learned, depending on their age and situation, like riding a bicycle, driving a car, motorbike or boat, cooking a meal, planting a garden, cutting hair or something else.

Write the writing topic on the board: Think of a time you learned to do something new. How did you feel? What helped you to learn the new skill?

When students have finished writing, have them post their writing on a wall and give the class time to walk around and read what their classmates have written. Encourage students to comment on the experiences they share with each other.

### Conversation

- Anna: Hello! Guess what this is? This is my driver's license! I passed my driving test!
- Today, I rented a car so I can drive around Washington, D.C. You can see more of the city this way. Marsha!
- Marsha: Anna, did you get your driver's license?
- Anna: I did! But it was not easy.
- Marsha: Why? What happened?
- Anna: Well, you know, I can drive farm equipment really well. But I was really nervous driving in Washington, D.C. traffic!
- Marsha: Did you pass the test the first time?
- Anna: Well...no. But I did pass the second time.
- Marsha: What happened during the first test?
- Anna: It started fine.
- John: Okay ... Anna. Is your seatbelt buckled?
- Anna: Yes, sir!
- John: Great. Please start the car.
- Anna: (to herself) Okay, Anna, start the car. Started the car. Good job, Anna.
- John: Why are you talking to yourself?
- Anna: I am a little nervous. When I'm nervous, I talk to myself.
- John: You don't need to be nervous.
- Anna: Listen to that engine!
- John: Please, stop pushing the gas pedal!
- Anna: Sorry.
- John: Okay, when you are ready, turn.
- Anna: Great!
- John: Not now! You almost hit that car!
- Anna: You said "turn!"
- John: Look first! There were cars in the street.
- Anna: Please don't yell at me!
- John: I'm sorry! I was afraid.
- Anna: You were yelling.
- John: Look out for that car! Brake! Brake!!
- Anna & John: Ahhh!
- Anna: Why is everyone honking at us?
- John: You were driving too slow! Anna, stay on the street!
- John: Hands on the wheel, Anna.
- Anna: What's that sound?



John: That, Anna, is the police.  
Marsha: That sounds awful.  
Anna: Yes, it did not go well. But, I practiced and passed the second time!  
Marsha: Do you know where you want to take your first drive in Washington, D.C.?  
Anna: Yes! Let's go!  
Anna: There it is ... the White House!  
Marsha: Anna, you do know you can't drive up to the White House, don't you?  
Anna: Yes. No. I didn't know. I guess we walk from here!  
Anna: Sometimes you can see more of Washington, D.C. in a car. If you want to see the White House, you need to walk. Until next time ... !

## Key Words

**afraid** - *adj.* feeling fear

**brake** - *v.* to use the brake on a vehicle

- *n.* a device for slowing or stopping something (such as a wheel or vehicle)

**buckle** - *v.* to fasten (something, such as a belt) with a buckle

**equipment** - *n.* supplies or tools needed for a special purpose

**gas pedal** - *n.* a pedal in a vehicle that is pressed down to make the vehicle go faster

**Guess what?** - *expression.* a phrase used to build anticipation

**pass / passed** - *v.* to complete a test or a class successfully

**police** - *n.* the people or the department of people who enforce laws, investigate crimes, and make arrests

**seat belt** - *n.* a strap on a vehicle's seat that holds a person in the seat if there is an accident

**tractor** - *n.* a short, heavy truck that is designed to pull a large trailer

**traffic** - *n.* all the vehicles driving along a certain road or in a certain area

**turn** - *v.* to move in a particular direction and especially toward the left or right

**turn signal** - *n.* one of the lights on a vehicle that flash to indicate that the vehicle is turning left or right

**White House** - *n.* the place in Washington, D.C., where the U.S. President lives

**yell** - *v.* to say (something) very loudly especially because you are angry, surprised, or are trying to get someone's attention

**STEP 1**

Match each imperative verb with the correct sentence below. Then write the numbers 1 through 4 next to each of the groups of sentences to show the order of the steps for each activity.



How to start a car:

1 Open the door and get inside.

3 \_\_\_\_\_ the key and turn it.

2 Buckle your seatbelt.

4 \_\_\_\_\_ your mirrors.

Buckle Insert Check ~~Open~~



How to reserve a table at a restaurant:

\_\_\_\_\_ them your name.

\_\_\_\_\_ the restaurant.

\_\_\_\_\_ them the time you want to come.

\_\_\_\_\_ where you want to eat.

Give Choose Tell Call



How to cook pasta:

\_\_\_\_\_ salt to the water.

\_\_\_\_\_ some water.

\_\_\_\_\_ the pasta in the water.

\_\_\_\_\_ how much pasta you want.

Boil Decide Add Put

**STEP 2**

Now use imperative verbs to write the steps for something you know how to do. Next ask a friend about something they know how to do. Write the steps they tell you. Then let them ask you about the thing you know how to do. Tell them the steps to take.

How do you ride a bicycle?

Something you know

Something your friend knows

Blank box for writing steps.

Blank box for writing steps.

Blank box for writing steps.

Blank box for writing steps.

Blank box for writing steps.

Blank box for writing steps.

Blank box for writing steps.

Blank box for writing steps.

First buy a bicycle. Then...



## Quiz - Level 1, Lesson 28 - I Passed It!

Listen. Circle the letter of the correct answer.

1. What does Anna plan to do today?

- a. Take a driving test
- b. Look for a new car
- c. Go to another city
- d. Drive around the city

5. Which learning strategy is Anna using?

- a. Anna is using Visualization.
- b. She is Analyzing Information.
- c. Anna is using Self-Talk.
- d. She is using Movements.

2. What does Marsha want to know?

- a. Does Anna have her driver's license?
- b. Will Anna go driving today?
- c. Is it hard to pass the driving test?
- d. Does Anna have a new car?

6. Which are the imperative verbs in this video?

- a. please, sorry, ready
- b. turn, look, yell
- c. almost, first, now
- d. okay, great, don't

3. Why didn't Anna pass the test?

- a. Anna drove farm equipment.
- b. She drove too fast in traffic.
- c. Anna was too nervous.
- d. She had an accident.

7. What does John Russell tell Anna?

- a. Watch out for other cars.
- b. Stop yelling.
- c. You failed your test.
- d. Drive fast.

4. Why does Anna say the word "Well" slowly?

- a. She does not know the answer to the question.
- b. She does not want to tell Marsha the story.
- c. Anna wants to make Marsha laugh.
- d. Anna is happy about her driving test.

8. What does Anna do wrong?

- a. She drives off of the street.
- b. She drives too slowly.
- c. She takes her hand off of the wheel.
- d. She does all of these things.