



Topics Polite requests Expressing past and future ability and obligation	Prepare Before Class Small objects (such as coins or game pieces)
Learning Strategy Use what you know	Goals Grammar: Modal verbs Speaking: Modal verbs “would” and “could” Pronunciation: Informal pronunciation with “what are you” and “would you”

Day 1

Introduce the Lesson Topic

Tell students, “Today we will learn about making polite requests. In other words, you will learn how to ask people to do an action in a kind, agreeable manner.”

Ask students, “Can you think of a time when you asked friends for help?” Encourage students to share events from their own life.

Say, “In this week’s lessons, we will see how Anna asks friends for help. We will learn how to ask for help in a friendly way.”

Teach Key Words

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

Speaking Practice

After the key words, the video teaches about modal verbs.

Speaking Practice Script – Lesson 43

1. In this lesson, Anna asks her friends to help her. She uses modal verbs to make her requests more polite.

Modals are special verbs that help people show how they think about a possible fact or action.

Today, we will learn how to use would and could.

2. Listen to how she uses the modal verb “would” and the verb phrase “be able to” when she talks with Marsha and Ashley:

Anna: Would you be able to come downtown? Please?

Anna: Would you be able to come downtown? And could you give me \$20?

3. Another way to ask politely is to use “could.” Anna uses the modal verb “could” to ask Jonathan for money:

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

Now you try it.

Ask politely for help:

Speak:

I need to practice speaking English.

_____ you please help me? (Could)

Say, “Now we are going to practice some more.”

Ask students to write down one sentence using ‘would.’

Ask a few students to share their sentences.

Ask students to write down one sentence using ‘be able to.’

Ask a few students to share their sentences.

Ask students to write down one sentence using ‘could.’

Ask a few students to share their sentences.

Tell students, “We will keep working with these words in future classes.”

Present the Conversation

Tell students that the video will show Anna calling her friends for help. Play the video or ask a few students to read the conversation. Tell students to respond when there are pauses in the video.

Main Video Script – Lesson 43

1. Listen:
Would you be able to come downtown?

Speak:
_____ you _____ come downtown?
(would, be able to)

2. Listen:
I was wondering if you could give me some money.

Speak:
I was wondering if you _____ me some money. (could give)

Pronunciation Practice

The Pronunciation Practice video teaches how to pronounce “what are you” and “would you.” When words are written between slanted lines /_/ , it is the sound you hear.

Pronunciation Practice Video Script – Lesson 43

1. In this lesson, you learn about asking for help politely.

When we talk with our friends, it is polite to sound more friendly by using casual or informal pronunciation.

Listen to how Anna says the words “would you” in an informal way with her friend Ashley.

Anna: Hi, Ashley, Hi!
What are you /whatchə/ doing?
Ashley: Oh! Hi Anna!
Anna: Ashley, I was wondering, uh, would you /woojə/ be able to come downtown?
And could you give me \$20?

2. Anna pronounces “what are you” as /whatchə/ and “would you” as /wooje/

Now you try it.

These sentences use formal pronunciation.

Listen, then say them using an informal pronunciation.

Listen:
What are you doing tomorrow? Would you like to go to the movies?

Speak:
_____ doing tomorrow? (/whatchə/)
_____ like to go to the movies?
(/wooje/)

Learning Strategy

Tell students that in today's lesson, they will learn to 'use what you know.'

Give an example. Point out how Anna finally solves her problem -- she plays her ukulele on the street, asking for money.

Say, "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."

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.'"



Continue, "Do you see what I did? I used what I know 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."

Activity

Give students copies of the Activity Sheet.

Say, “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. Tell one to ask the question on the left side of the sheet:

Could you drive me to the airport?

Then point out the images showing a doctor and a person who looks ill. Ask a student to fill in the spaces and give an excuse: “Sorry, I have to go to the doctor.”

Tell students to continue in this manner and then find a partner to play the game with.

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, “It’s times like this I remember my father’s important words. He said, “Anna, never ... ” No wait, “Always have emergency money.”
2. Marsha says. “Anna, I can’t. I’m too busy. I have to give a big presentation in one hour. Sorry!”
3. Ashley says, “Anna, I’m not worried about the money. I’m babysitting.”
4. Jonathan says, “I’m at the airport with my mother. Her flight leaves in two hours.”
5. Anna says, “Well, Plans A, B, C, D and E did not work. Think, Anna, think. Time for Plan F. (singing) Won’t you give, could -- Thank you very much, sir!”

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

Writing

Discuss the key 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:

Did you ever have a problem that a friend helped you to solve?

Resources

Conversation

- 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)
- Anna: 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 crying 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, Plans A, B, C, D and E did not work. Think, Anna, think. Time for Plan F.

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?

Key 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

Quiz - Level 1, Lesson 43 - Time for Plan B

Listen. Circle the letter of the correct answer.

1. What does Anna remember?

- a. The words of her father
- b. To call her father
- c. To bring emergency money
- d. Her father's wallet

4. What does Jonathan have to do?

- a. Help a friend get to the airport
- b. Wait with his mother at the airport
- c. Go on a trip with his mother
- d. Take Anna to the airport

2. What is Marsha's answer to Anna's question?

- a. She is not able to give Anna money.
- b. Marsha must present at work soon.
- c. She will go downtown to help Anna.
- d. Marsha is listening to the television.

5. What strategy is Anna using when she plays her ukulele?

- a. Use Selective Attention
- b. Summarize
- c. Use What You Know
- d. Focus

3. What does Ashley tell Anna?

- a. Anna is a very bad friend.
- b. Ashley lost her wallet, too.
- c. She is worried about money.
- d. Ashley is watching her niece.

STEP 1

Finish the sentence below using words from the word bank.

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
_____ .



GAME INSTRUCTIONS

Each player places an object on the 'Start' space. Take turns closing your eyes and touching the numbered space 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.

START **GO BACK TO START** Could you help me clean my apartment? Would you be able to carry my books? **MOVE AHEAD ONE SPACE**

Could you show me where the library is? **GO BACK TO START** **FINISH** **LOSE YOUR NEXT TURN** 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?

I touched the number 2. I go two spaces ahead.
Sorry, I have to go to a party.

NUMBER PAD

1	2	3	1	2
2	4	1	4	1

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