

Using songs: a lesson plan for 'May I Borrow Your Phone?'

Lesson overview

This song unites really useful vocabulary and functional language in a fun way. It will get your students to hum the tune as they leave the classroom, take the language home and use the target language outside the classroom with their friends and families! They will be able to ask to borrow things in English.

Target language

Vocabulary: Personal possessions: phone, pen, pencil, paper.

Functional language: *Excuse me. May I borrow your...?*

Sure! Here you are.

Thanks! You're welcome.

Value: Being careful, sharing, asking to borrow things

Materials

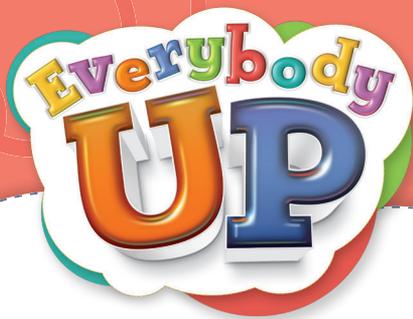
- ✓ Picture cards. You can use the ones from *Everybody Up*, supplied with this lesson
- ✓ The story: 'Oh, Danny' from *Everybody Up*, Student Book 2, supplied with this lesson
- ✓ Sets of the picture cards, one for each group of approximately 4–6 students
- ✓ The song 'May I Borrow Your Phone?'
- ✓ 'May I Borrow Your Phone?' song sheet

Stages

A. Warm up

Play the song 'May I Borrow Your Phone' in the background as students arrive for class. Greet the class. Pretend you have lost your pen. Say, *Oh, no!* Ask a student, *Excuse me. May I borrow your pen?* If they don't understand you will be able to get the message across by gesturing while repeating the question. When you get a pen, repeat with pencil, marker, and crayon. Borrow other school supplies as well. Have fun borrowing all sorts of things from the students!

Finally, pretend that you have left your phone behind and ask a student if you can borrow his or hers as you need to make an urgent call. Make a pretend call to somewhere really far away!



B. Vocabulary presentation

Use picture cards to introduce a number of everyday objects that might be borrowed and lent. For a lower-level class this might be pen, marker, eraser, pencil, ruler, and phone. You can teach any vocabulary that is appropriate to your class's level as long as they are objects that you could borrow. Don't worry too much, though, as the children will really enjoy some sillier ones! Model the words for students and say together. Pass the picture cards around the group saying the words.

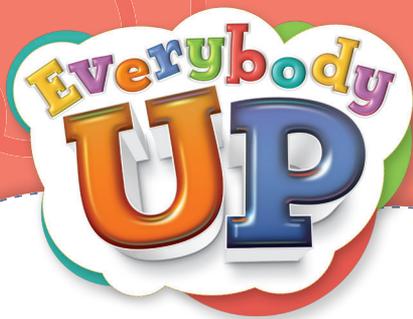
C. Story

Give copies of the story 'Oh Danny' to the students. Talk about the pictures together. Read the story and then, for higher-level students in pairs or groups, read with students, taking turns asking them to read for themselves. You will know what is appropriate depending on the class you are teaching. Talk about how Danny wasn't being careful. Julie borrows a phone and calls Danny's mom. Danny's mom is a firefighter!

Ask students about their own experiences and tell them your own experience of a time when you needed to ask for help or borrow something.

D. Practice activity

- i) Fix the picture cards to the board or a wall where all the students can clearly see them. Write the expression *Excuse me. Please may I borrow your phone?* on the board.
- ii) Ask for a student volunteer who stands in front of the class next to the cards. Ask that student *Please may I borrow your phone?* and have the student give you the correct card. Help them by pointing if they need support. Be careful to make sure they get enough help. Say *Thanks!* When you have taken all the cards, allow the volunteer to sit down again.
- iii) Replace the cards on the board and gesture to the phrase written above. Encourage students to call out *Please may I borrow your phone?* Help them to produce the phrase if necessary. Give the cards to students who ask for them saying *Sure! Here you are.* Encourage them to say *Thanks!* and then say *You're welcome!*
- v) Repeat this mini-dialogue enough times for the students to become familiar with the sound of the target expressions. They don't need to be able to produce them independently at this stage.



E. Song

- i) Together, look at the art that accompanies the song lyrics. Talk about the pictures using any English that the students know.
- ii) Read the song lyrics with the students.
- iii) Decide on some gestures to accompany the song lyrics. For example, students might form pairs with one student facing away. The partner can tap this student on the shoulder and say *Excuse me*.
- iv) Play the song and sing together. (Note: Higher levels or groups that are more familiar with the song will have fun adding different actions and changing the vocabulary of the song.)

F. Activity

- i) Students form a circle. Each student holds an item from his/her pencil case so other students can see it.
- ii) Either to a rhythm or singing, students ask the person to their right *Excuse me. Please may I borrow your _____?* The other student should reply with *Sure! Here you are*. Students then pass the objects around the group, asking and answering each time with the new object.

G. Role play

- i) Students brainstorm situations in which a person needs to borrow something.
- ii) Students act out these situations and then perform their role plays for the class.

H. Game

- i) Give each group of students some picture cards.
- ii) One student shuffles the cards and deals an even number of cards to each student. They look at their cards without showing them to each other.
- iii) Call out *Excuse me. May I borrow your ____?* Students with that item must put the card in the middle saying, *Sure! Here you are*.
- iv) The last student to lend all his/her cards is the winner.

I. Follow-up at home

Challenge your students to use the expressions they have learned at home. Tell them that next week you will ask them how many times and in what situations they have used the expression.