



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.

Lesson 23: What Do You Want?

- Students learn how to use *want* to express desires
- Students learn to ask the time and use time expressions
- Students learn to use the strategy, *Respond*
- Students learn vocabulary related money and prices

Materials needed:

- Activity worksheet (included at the end of this lesson)
- Toy food or cut-out images of foods

Students may be assigned the web-based homework of viewing the videos for Let's Learn English Lesson 23 before this lesson. See the end of this lesson for more details and links to the videos.

Note to teachers printing this document: The document is in A4 format. To print on US Letter – sized paper, choose the option to "shrink oversized pages" when printing from Acrobat.

Prepare:

(If you share the same native language as your students, this part of the lesson may be conducted in that language. Otherwise, use images and gestures along with simple English to explain.)

Tell students, "Today we will learn to talk about buying food. We will learn how to use the strategy *respond* to help us practice speaking English."

Have students practice pronouncing the new words for this lesson. Be sure the students understand and can pronounce the names of the four seasons and vacation activities.

Ask students: "What do you do when you go to a store or buy something in a market? You ask for something, right?" Give an example of buying something appropriate to the age and background of the students. (For example, for young students, they may ask for a certain kind of candy.) Give students time to answer.

"What happens next?" Give several students a chance to answer. Write their responses on the board or a shared screen. They may answer that they watch or listen to the seller or clerk. (If they asked for a candy, does the clerk hand it to them? Or do they say there is no more of that kind of candy?)

Point out that in this exchange, "You have to listen carefully. Does the market have what you want? After you listen, what do you do?" Let students suggest actions. They may include accepting the item, smiling, nodding, asking for something else, or thanking the clerk. Write the answers on the shared screen or board. Circle the answer that corresponds to the idea of responding orally and conclude with, "Every time we talk with someone, we should listen carefully and

then *respond*. Sometimes we respond with a smile. To practice speaking English more, we should respond with words. Let's find out more about how we can use the strategy *respond* today."

Present: "Respond"

If you have multimedia capability in your classroom, prepare to play the video for Lesson 23 of Let's Learn English. Tell students that the video will show Anna and her co-worker, Jonathan, meeting their boss, Ms. Weaver, for a special lunch.

Have students repeat when the video pauses. If you do not have multimedia in your classroom, ask three students to come to the front of the room. Have the students read and act out the script for the video at the end of this lesson. Suggest students download the audio file of the conversation from the website to practice listening outside of class.

At the end of the video or conversation ask students, "Did Anna and her coworkers take a trip around the world? Where did they eat lunch?" Give students time to answer. Explain that the food trucks sell food from many different cultures. In Washington, D.C., there are many immigrants who sell popular foods of their home countries from trucks like those shown in the video. The food trucks are popular among office workers who do not have time to go to a restaurant for lunch. The trucks offer more variety of foods than the coffee shops or delis in the city.

Ask students, "Do we have something like food trucks in our town?" If so, ask students to tell in English about what they can buy at the location. Show an image from the video (below) or an image of the place in your town where a variety of foods can be purchased.



Use the graphic to help teach students how to say prices with U.S. currency:

"The Falafel Salad is six dollars and ninety-nine cents." Show on the board or a shared screen how to write amounts using the dollar sign and a decimal point. (\$6.99)

Write the numerical amount and the words on the screen or board:

Six dollars and ninety-nine cents

\$6.99

Give students the handout showing foods and their names in English. Have them write the price they think the item should have in U.S. currency. Encourage students to write a price that is different from their neighbor's price.

Have two students come to the front of the room to demonstrate an exchange using the handout. Instruct one student to ask for a food item. Instruct the other to *respond* to their partner with the price.

Student A: I want / I'll have the pizza.

Student B: Sorry, we're out of (/outta/*) pizza.

Student a: Okay, I'll have a veggie burger, then.

Student B: The veggie burger is \$4.00.

Student A: Okay. Thanks.

**see the Pronunciation Practice video for a model of this reduced form*

Thank the students and comment on how they *responded* to each other well because they *listened* to what their partner said. Conclude, "Let's practice the strategy *respond* today while we practice talking about buying foods."

Practice:

Have students form pairs. Give them the handout from the end of this lesson. Instruct students to write the prices, then complete the pair practice.

While students are working on the activity, encourage the pairs to be aware of what their partner is saying. Remind them, "You are listening carefully and responding to what you hear." If there are students at a higher level within the class, have them write very high or very low prices to see if their partner is listening and can respond appropriately.

Choose a time to have the pairs separate and join a second partner. When the pairs of have completed their conversations, have a few students volunteer to come to the front of the class to demonstrate to the class as a whole.

Practice 2 (Optional or during another class period)

Give students the Activity Sheet from the end of this lesson ([or download here](#)). Practice saying the names of coins used in the U.S. and have students match the numerical amounts with the images and words.

Have students form pairs and practice the conversation exchange shown at the bottom of the Activity Sheet. They are guided to respond using the names of the coins and bills rather than simply the numerical amounts.

Self-Evaluate

Ask students what they think about the strategy, *Respond*. Do they think they can use it when they practice speaking English? Have

students write in their learning journals or on an 'exit pass' what they learned about the strategy in class today.

Expand

Say to the students, "You can use the strategy *Respond* as part of active listening whether you are in a conversation in English or even if you are simply listening to a recording. When you are listening to something on the web or on your phone, try *responding* in English to give yourself more practice time. Give it a try the next time you are listening or speaking in English, and let me know how it works for you!"

Assignments for more practice

Have students listen to the [Speaking Practice](#) video and say the new words for this lesson. After the vocabulary section, the video teaches two ways of counting back change.

The [Pronunciation Practice](#) video teaches about the reduced form of "out of," pronounced /outta/ by Anna in the video, as in "You're outta chicken?"

See the [Activity Sheet](#) for this lesson at the end of this lesson plan or download it from the website. Using the sheet, students can learn the names of United States currency and practice asking for food items and responding by describing currency.

Note: All lessons in the Let's Learn English series are collected on this page:

<http://learningenglish.voanews.com/z/4729.html>

Handout Lesson 23



Soda

\$____.____



Juice

\$____.____



Hot Dog

\$____.____

Student A:

Write the price for the foods in U.S. currency. Ask for a food using one of these sentences:

"I'll have the pizza."

"One ____, please."

"May I have a ____?"

"I want a ____."

Student B:

Respond with the price or something else:

"Pizza is three dollars and fifty cents."

"Sorry, we are out of pizza."

Student A:

Respond with an answer.

"Thank you."

"Okay, I'll have the _____, then."



Veggie
Burger

\$____.____



Pizza

\$3.50



French Fries

\$____.____

Let's Learn English Lesson 23: What Do You Want?

Anna: Washington, D.C. has great food from all over the world.

Anna: Today I'm having lunch with my boss. Ms. Weaver says we're going on a **trip** around the world. But she knows I **only** have an **hour** for lunch! Silly woman.

Jonathan: Hi, Anna!

Anna: Hi Jonathan! Hey, we are meeting Ms. Weaver for lunch at **noon**, aren't we?

Jonathan: Yes.

Anna: What time is it now?

Jonathan: 11:50.

Anna: 11:50! We have to go!

Anna: So, where is this world food restaurant?

Caty: We're not eating at a restaurant.

Anna: Where are we eating?

Caty: We are eating at ... food **trucks**!

Anna: Food trucks ... awesome! What's a food truck?

Caty: These are food trucks!

Anna: Wow!

Jonathan: Whoa!

Caty: Okay, Jonathan, you will buy the first **dish**. Here is \$10.
Surprise us!

Jonathan: Okay, I'll be back in 15 **minutes**.

Anna: What country do I want to visit?

Caty: Anna, you **pick** the second country. Here is \$10.

Anna: I want chicken.

Caty: The food truck, over there, has great chicken.

Anna: Awesome!

Caty: **After** you buy your food, meet me here.

Jonathan: Excuse me, I'll have the **shrimp**.

Jonathan: Oh, you're out of shrimp. Okay, I'll have the beef, **then**.

Anna: Hello. I want the chicken dish.

Truck Worker: We're out of chicken.

Anna: You're out of chicken.

Truck Worker: Yep.

Anna: I'll try another food truck, Thanks!

Worker: You're welcome.

Jonathan: Okay, here is your change. The dish is \$7. So, here is
1, 2, 3 dollars back from your 10.

Caty: Great.

Jonathan: Where's Anna? Is she dancing by that food truck?

Caty: Yes. Yes, she is.

Anna: Ms. Weaver, here is your **change**. The dish **costs** \$5. So -
\$5 back.

Caty: Thanks, Anna. But where is the food?

Anna: I'm eating it. The **Peruvian** chicken is **delicious!** Try some!
(Caty and Jonathan shake their heads "no")

Caty: Well, we still have \$8! What do you want now?

Anna: We can buy **dessert!**

Caty: *I'll* buy dessert.

Anna: In Washington, D.C. you can travel around the world ... with
food trucks! And it does not cost a lot.

Anna: Until next time!

New Words

after - *adv.* following in time or at a later time

beef- *n.* meat from a cow or the meat of the cow used as food

chicken *n.* a bird that is raised by people for its eggs and meat or the meat of the chicken used as food

cost - *v.* to have (an amount of money) as a price

delicious - *adj.* very pleasant to taste

dessert - *n.* sweet food eaten after the main part of a meal

dish - *n.* food that is prepared in a particular way

hour - *n.* one of the 24 equal parts of a day; 60 minutes

minute - *n.* a unit of time equal to 60 seconds; one 60th of an hour

noon - *n.* the middle of the day; 12 o'clock in the daytime

only - *adv.* no more than

pick - *v.* to choose or select (someone or something) from a group

shrimp - *n.* small shellfish that has a long body and legs and that is eaten as food

trip -*n.* a journey to a place

truck *n.* a very large, heavy vehicle that is used to move large or numerous objects



Fill in the missing letters to write the names of each coin and bill. Then draw a line to match each coin and bill with its numerical value.



p e n n y



q _ a _ t _ r



n i _ _ _ l



_ _ m e

\$00.05

\$00.25

\$10.00

\$00.01 *

\$05.00

\$01.00

\$00.10



_ i _ _
d _ ll _ r
_ _ ll



o _ e
_ o _ _ a r
b _ l _



_ e n
_ o l _ _ r
_ _ ll

shop

	soda	\$ <u>1.95</u>
	sandwich	\$ <u>8.50</u>
	lollipop	\$ <u>00.25</u>
	cookie	\$ <u>00.80</u>
	hot dog	\$ <u>2.42</u>

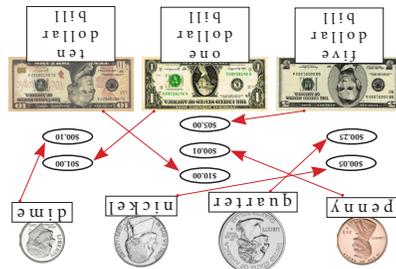
Now look at the prices for the food on the left. Pretend you work in a shop. Listen to your friend say the things they want to buy. Respond with the bills and coins they need to buy those things. Then let your friend pretend they work in a shop. Tell them the things you want to buy. Listen to their response.

I want to buy a cookie.

You need three quarters and one nickel.



Answers for above



* = one cent

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.