



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 6: Where is the gym?

Objectives

- Students learn how to ask questions
- Students learn how to ask for clarifying information about location
- Students learn how to use the prepositions *across from*, *next to* and *behind*
- Students name places
- Students learn to use the strategy, *Ask Questions to Clarify*, as they listen for information about location

Materials needed:

- A pen (or any other small common object)
- The activity worksheet, which you can find at the end of this lesson

Students may be assigned the web-based homework of viewing the videos for Let's Learn English Lesson 6 before this lesson. See the end of this lesson for more details.

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.)

Explain to students that when we learn new information, we are not always able to understand it or remember it. Sometimes, we are only able to understand or remember part of what we learned. When this happens, we may have to ask for clarifying information.

Ask students to think for a few minutes about times they had to ask for clarifying information.

Ask them if they have ever been lost and asked for directions. Could they understand or remember all of the directions? Did they have to ask for more information? Ask students to give you examples of when they asked for clarifying information.

Let several students respond.

Point out that when learning English, students can improve their learning skills by asking clarifying questions about something they do not understand, or something they do not remember.

Tell students that in this lesson, they are going to learn how to ask questions and how to talk about where places are located. By the end of the lesson, students will be able to ask for clarifying information about locations. Remind students that in English, prepositions are a word or group of words used with a noun, pronoun, or noun phrase to show direction, location, or to introduce an object.

Present: "Ask Questions to Clarify"

Tell students that in today's lesson, they will learn to apply the strategy, *Ask Questions to Clarify* to learn how to talk about where rooms, objects, or people are located.

If you have multimedia capability in your classroom, prepare to play the video for Lesson 6 of Let's Learn English. Tell students that the video will show an actor asking for clarifying information about location.

Have students repeat when the video pauses. If you do not have multimedia in your classroom, have two students read the script for the video at the end of this lesson.

Tell students that they are going to practice talking about location, just like in the video.

Write the prepositions "across from, next to and behind" on the board. Teach each of the prepositions by moving to a different point relative to an object – a chair, for example.

Stand next to the chair, and say "I am next to the chair."

Stand behind the chair, and say "I am behind the chair."

Point at two students who sit parallel to each other, and say "(Student's name) sits across from (Student's name)."

Then, write the sentences "Where is the _____?" and "The _____ is ... where?" on the board.

Ask a student to stand and close their eyes. Take out a pen, or another common object, and place it in a location in the room. Return to the center of the classroom, and ask the student to open their eyes.

Tell the student to find out where the pen is by using the question "Where is the _____" and the clarification question "The _____ is ...where?" Remind students that clarification questions start with a statement and end with a question word.

Then ask the other students in the class to tell you their fellow student where the pen is, using the prepositions "across from, next to or behind" to tell their fellow student where the pen (or other common object) is located.

Assist the students to help their fellow student find the pen (or other common object) as necessary.

Here is one possible way this activity could look:

Student: Where is the pen?

Classmates: The pen is next to the desk.

Student: The pen is ... where?

Classmates: The pen is behind the chair.

Once the student finds the pen, ask all of the students in the class to find a partner to work with. Begin by handing out the worksheet labeled "Student A" to one student in each pair. Then give the worksheet labeled "Student B" to other student in each pair.

Practice:

Tell the students who have "Student A" worksheets to hide their paper from their partner.

Tell the students who have "Student B" worksheets to hide their paper from their partner.

Ask one pair of students to model steps 1, 2 and 3 as outlined in the activity worksheets.

After the first pair of students has modeled steps 1, 2 and 3, ask the entire class to complete the activity worksheet in the same fashion.

Give students enough time to learn new words and practice asking and answering questions.

Once students have completed the worksheet, have several pairs of students ask and answer questions about the locations of common rooms in an apartment. Then ask them to ask clarification questions about location.

Self-Evaluate

Ask what students think about the strategy, *Ask Questions to Clarify*. Did they feel more confident about asking for information that they did not understand? Did they feel more comfortable asking questions? Did asking for clarification help students learn? 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 in their native language, "You can use the strategy *Ask Questions to Clarify* to help you learn in other areas. When you learn something new, think about what you have a hard time understanding, and ask a question to clarify what you want to know. You can use this strategy on your math homework or when you are learning a new language. *Asking Questions to Clarify* can help you put it all together to be a better language learner. Give it a try the next time you need to learn something new, and let me know if 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 how prepositions of place – next to, across from and behind – are used in sentences. It then teaches how to ask about locations and how to ask clarification questions.

The [Pronunciation Practice](#) video teaches informal greetings. The video presents both slow and fast versions of "How is it going?" and "It is going great. How is it going with you?" The video then teaches how to use intonation to form a clarification question.

See the Activity Sheet for Lesson 6 at the end of this lesson plan. To download the PDF of this activity sheet, go to the lesson or copy and paste this link: <http://docs.voanews.eu/en-US-LEARN/2016/03/10/6cdac58a-fb18-4252-99af-86f4696f014a.pdf>

Have students work with a partner to complete the activity.

Note: All lessons in the Let's Learn English series are collected on this page: <http://m.learningenglish.voanews.com/p/5644.html>



Let's Learn English Lesson 6: Where is the gym?

Anna: Hi there! I'm Anna and I live in Washington, D.C. Every day I learn more about this great city. People in Washington like to work out! Oh, hi, Pete. How's it going?

Pete: Hi, Anna. It's going great. How's it going with you?

Anna: Things are awesome! Pete, I want to work out. Where is the gym?

Pete: The gym is across from the lounge. It's next to the mailroom. Go that way.

Anna: Thanks, Pete!

(Anna walks away)

Pete: No, Anna! Not that way! Go that way!

(In the mailroom)

Anna: Oh, Pete. This is not the gym.

Pete: That's right, Anna. This is the mailroom.

Anna: The gym is across from ... what?

Pete: The gym is across from the lounge.

Anna: Across from the lounge. Right. Thanks!

(In the lounge)

Anna: Pete! This is not the gym!

Pete: The gym is across from the lounge. It is behind the lobby.

Anna: Right. Right. See you.

Pete: See you, Anna!

Anna: See you.



Script

Pete: See you, Anna.

(In the garage)

Anna: This is not the gym. This is a parking garage.

Anna: Hello? Pete?

(On the rooftop)

Anna: This is not a gym. This is a rooftop.

(In the gym)

Anna: Pete! Pete?

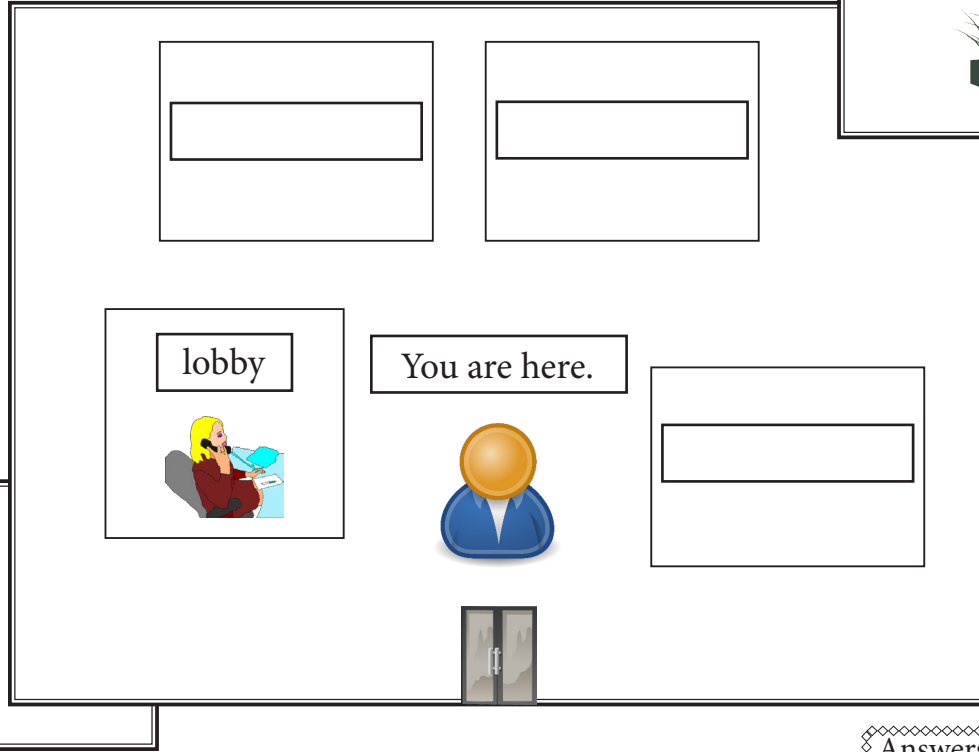
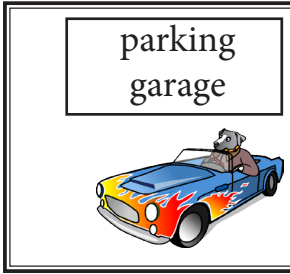
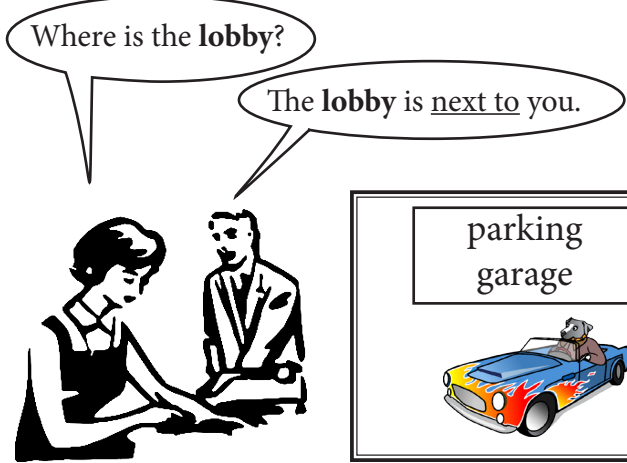
Pete: I want to work out too! Join me!

Anna: I'm good.



Student A:
 1) Hide your paper from your partner. Ask your partner where something is in the apartment building.

2) Listen to your partner's answer. Write the name of the room in the correct space. Then let your partner ask you a question. Read the correct answer below to your partner.



3) Ask your partner about the other rooms in the building:

lobby
 mailroom
 gym
 lounge

Answers for your partner.



The mailroom is behind the lounge.

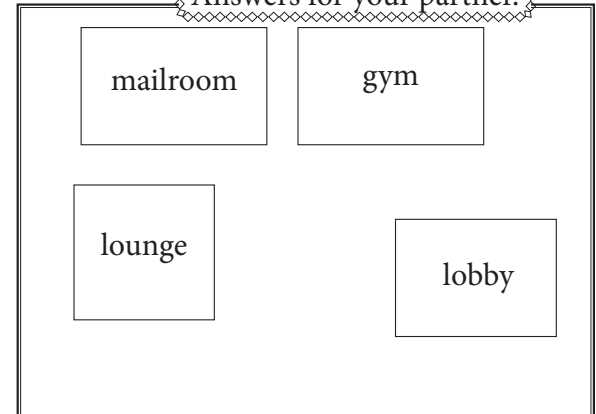


The gym is next to the mailroom.



The lobby is across from the lounge.

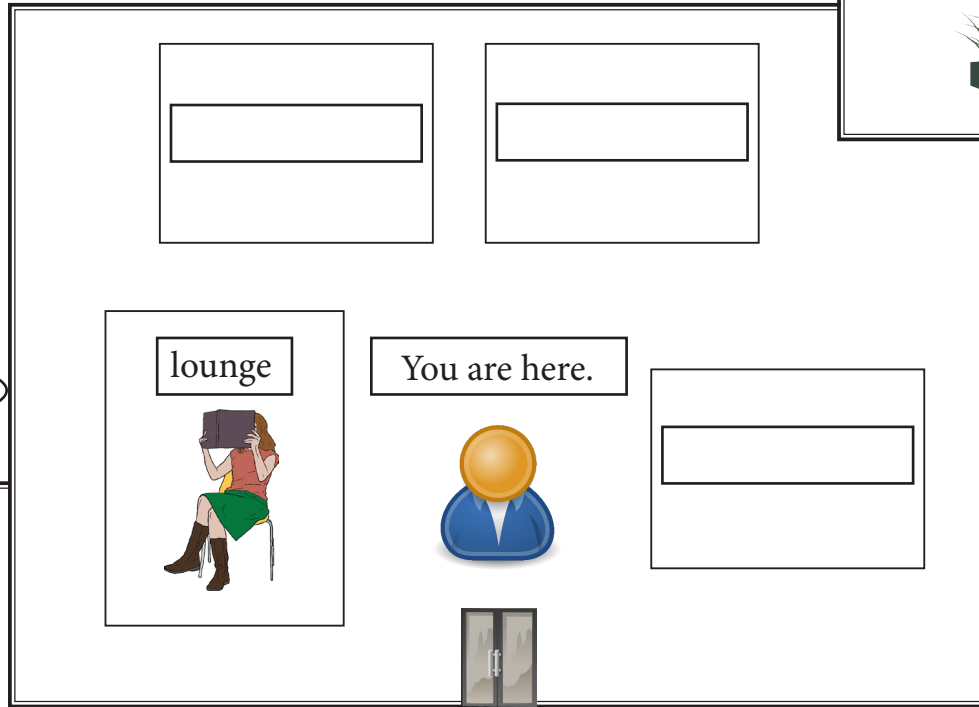
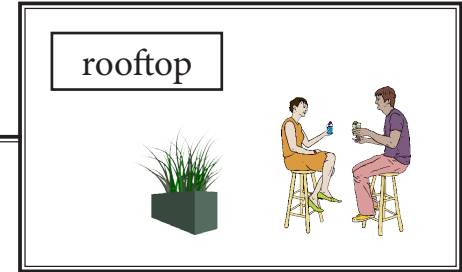
Answers for your partner.





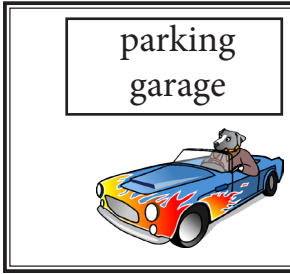
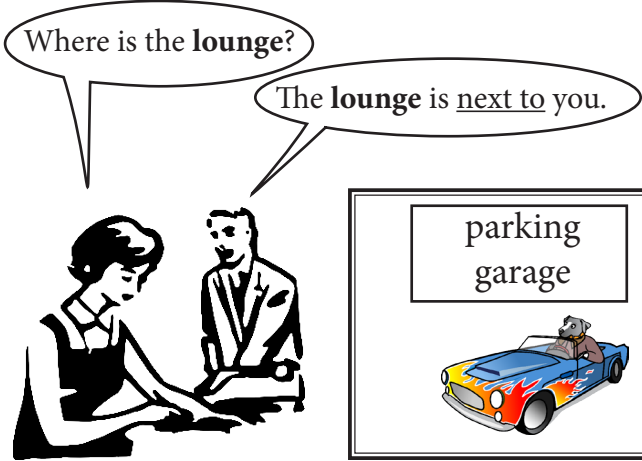
Student B:
 1) Hide your paper from your partner. Ask your partner where something is in the apartment building.

2) Listen to your partner's answer. Write the name of the room in the correct space. Then let your partner ask you a question. Read the correct answer below to your partner.



3) Ask your partner about the other rooms in the building:

- lounge
- mailroom
- gym
- lobby



Answers for your partner.



The mailroom is next to the lounge.

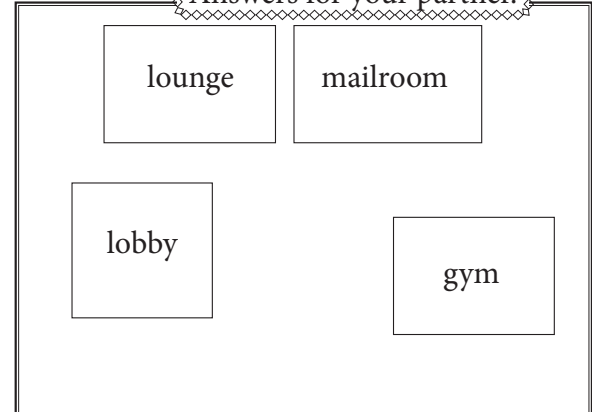


The gym is across from the lobby.



The lounge is behind the lobby.

Answers for your partner.



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.