



## 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 13: Happy Birthday, William Shakespeare!

### Objectives

- Students learn how to use frequency adverbs.
- Students learn to talk about usual and unusual activities.
- Students learn to use the strategy, *Make Inferences*, as they talk about activities.

### Materials needed:

- Activity worksheet (included at the end of this lesson)
- Chart of Frequency Adverbs on board or screen

Students may be assigned the web-based homework of viewing the videos for Let's Learn English Lesson 13 before this lesson. See the end of this lesson for more details.

*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.)*

Explain to students that we make guesses all the time. "For example, think of when you are talking to a friend on the street and there is a loud noise. You can't hear a few words they say. What do you do?"

Allow students time to think and respond. Some may suggest asking the friend to repeat, others may say they guess the words.

Continue, "Imagine you guess what they said and keep talking. If it is important, you can ask, "Sorry, what did you say? These are both strategies. We'll learn more about the first one today."

Explain, "In this lesson we'll also learn to talk about how often things happen. Tell me about this class. Who teaches it?" Allow students to respond - the teacher or teachers. "I *usually* teach the class. But some days are different. Maybe another teacher comes. What do we say then?" If students respond in their native language, tell them they will learn to say this in English.

Tell students that in this lesson, they are going to learn how to make good guesses and talk about how often things happen. By the end of the lesson, students will be able to talk about the things they usually do.

**Present: "Make Inferences"**

Tell students that in today's lesson, they will learn to apply the strategy, *Make Inferences* to talk about things people do.

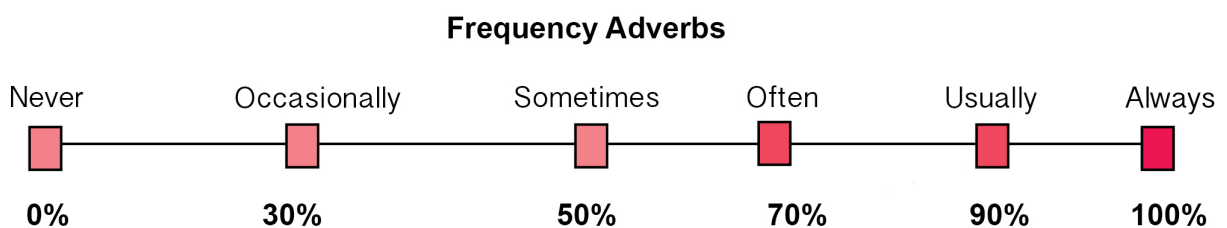
If you have multimedia capability in your classroom, prepare to play the video for Lesson 13 of Let's Learn English. Tell students that the video will show Anna going to a special birthday party.

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. At the end of the video or conversation ask students, "Do you think Anna is happy she is at the birthday party? Why?" Give students time to answer. Ask them to justify their answer. For example, "I think she is happy because she gets to see and hear many unusual things. And she plays at sword fighting." Other possible responses are: "She is smiling and dancing. She sounds happy, too."

Continue, "When you use information like what you already know and what you see to help you make a guess, we call it *making an inference*. You made an inference when you used Anna's tone of voice, her smile, and dancing to guess that she is having a good time at the party for William Shakespeare. We will practice making inferences in today's lesson."

Hand out copies of the activity sheet at the end of this lesson.

Introduce the words from the activity sheet by showing the chart of frequency adverbs.



Have students repeat the adverbs: never, occasionally, sometimes, often, usually, and always. Make sure students understand the meaning of the words by using a graphic like the one above. (You can assign the Speaking Practice video as homework to help students prepare for this lesson by learning the vocabulary.)

### **Practice:**

Ask students to find a partner and begin by matching the words to the rough percentages of time shown on the chart. Then they should write an "email" on the paper about what they usually do every day. Next, have them trade papers. Then have students read their partner's message and ask questions based on inferences.

Give an example: "You say that you always do homework on the weekend. Do you usually get good grades?" Or, "You say you never walk to school. Do you take the bus?" Explain, "I can *make an inference* using what I know. Now you try. Use your imagination."

Give students time to ask and answer questions based on making inferences.

### **Self-Evaluate**

Ask students what they think about the strategy, *Make Inferences*. Did it help them think of questions to ask? Did they feel more comfortable using the new words in conversation? Will they try to make inferences at other times when learning 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 *Make Inferences* to help you learn in other areas. When you do not understand perfectly, think about whether you can make an inference. You can use this strategy when reading or listening in English. Give it a try the next time you have trouble understanding, 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 to use

The [Pronunciation Practice](#) video teaches how sounds blend when they occur next to each other.

See the Activity Sheet for this lesson at the end of this lesson plan or [download it from the website](#). Have students work with a partner to write sentences using the words after they have completed the lesson above.

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 13: Happy Birthday, William Shakespeare!

Anna: Hello! In Washington D.C. there are many things to do on a Sunday afternoon. I like to **exercise**. I like to **shop**. I like to garden. But today I feel **bored**. When I feel bored I always look for something **unusual** to do! I hear music. Let's go see! What is going on here?

Rebecca: It's a big **birthday party** for the writer **William Shakespeare**.

Anna: This is a party for William Shakespeare?

Rebecca: Yes!

Anna: Awesome!

Rebecca: Awesome!

Anna: This is a **drum band**. I never listen to a **drum band**. But today I am **listening** to a drum band *because it's Shakespeare's birthday!*

Anna: This is a **puppet show**. I never **watch** puppet shows. But today I am **watching** a puppet show *because it's Shakespeare's birthday!*

Anna: My clothes are **usual**. His clothes are **unusual**.

Anna: In Washington, D.C. seeing a **politician** or even the **President** is usual. Seeing the **Queen of England** is very unusual! Your majesty!

Anna: This is **sword** fighting. I never sword fight. But today I am sword fighting because it's Shakespeare's birthday!

Anna: There are many things to do on a Sunday in Washington, D.C. -- some usual, some unusual.

Anna: Today, I am not bored because ... it is William Shakespeare's birthday!

# Activity Sheet



Match the frequency adverb with the correct percentage.

Now pretend you are writing an email about how frequently you do different activities.

To: learningenglish@voanews.com

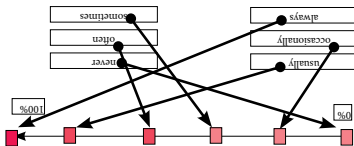
Subject: What I do on a usual day.

Dear VOA,  
 I always eat breakfast. Then, I usually ....

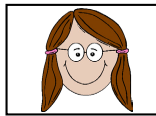
Send

Answers for above.

Find a partner to work with. Ask questions using the words at the top of the page. Listen to your partner's questions and answer them.



What do you always do on the weekend?



I always do my homework.



## New Words

**band** – *n.* a usually small group of musicians who play popular music together

**because** – *conj.* for the reason that

**birthday** – *n.* the day when someone was born or the anniversary of that day

**bored** – *adj.* tired and annoyed by too much of the same thing; not interested

**drum** – *n.* a musical instrument that is made with a thin layer of skin or plastic stretched over the end of a round frame and that is played by hitting the skin or plastic with sticks or with your hands

**exercise** – *v.* physical activity that is done in order to become stronger and healthier

**fight** – *v.* to use weapons or physical force to try to hurt someone, to defeat an enemy, etc. or to struggle in battle or physical combat

**party** – *n.* a social event in which entertainment, food, and drinks are provided

**politician** – *n.* someone who is active in government usually as an elected official

**President** – *n.* the head of the government in some countries

**puppet** – *n.* a doll that is moved by putting your hand inside it or by pulling strings or wires that are attached to it

**Queen** – *n.* a woman who rules a country and who usually inherits her position and rules for life

**shop** – *v.* to visit places where goods are sold in order to look at and buy things

**show** – *n.* a performance in a theater that usually includes singing and dancing

**sword** – *n.* a weapon with a long metal blade that has a sharp point and edge

**unusual** – *adj.* different or strange in a way that attracts attention

**usual** – *adj.* done, found, or used most of the time or in most cases, or normal or regular

**watch** - *v.* to look at (someone or something) for an amount of time and pay attention to what is happening

## **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.