



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 14: How About This?

Objectives

- Students learn how to make a suggestion and give compliments
- Students learn to use adjectives before nouns to describe clothing colors and sizes
- Students learn to use the strategy, Personalize, as they talk about clothing.
- Students learn two phrasal verbs, *put on* and *take off*

Materials needed:

- Activity worksheet (included at the end of this lesson)
- A variety of outer clothing articles such as vests, belts, jackets, ties, and hats that students can use to model the verbs "take off" and "put on"

Students may be assigned the web-based homework of viewing the videos for Let's Learn English Lesson 14 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.)

Tell students, "Today we will learn to talk about clothing."

Ask students, "What are you wearing today?" Point to your own clothing and model the sentence:

"I am wearing ... (a green shirt, a blue skirt, and a black belt.)"

(If students wear a uniform, you can vary the description by adding sizes, such as "I am wearing a medium size shirt, and a small size jacket.")

Ask students, "Where or when do you need to talk about clothing?" Possible answers may include, "At a shop/at the laundry/When planning what to wear/When looking for a person."

Continue, "If you travel to an English-speaking country, or have English-speaking visitors, you may need to talk about clothing. Let's find out how to do that today. We will learn how to use the strategy *Personalize* to make this language more important to our own lives."

Present: "Personalize"

Begin by asking students, "Who is the person you think of first in the morning?" Possible answers may include, "Myself/Me/My parents/"

Tell students, "Of course, most of us think about ourselves first. You may ask yourself, 'How do I feel?' and then, 'What will I wear?' Did you know that you can use this fact to help you learn English? It's called *personalize*. That means we think of what the language means to us."

If you have multimedia capability in your classroom, prepare to play the video for Lesson 14 of Let's Learn English. Tell students that the video will show Anna planning what to wear when she goes to the theater.

Have students repeat when the video pauses. If you do not have multimedia in your classroom, ask two students to come to the front of the room. Have the 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 likes the new outfit from Genie? Why?" Give students time to answer. Ask them to justify their answer. For example, "I think she likes it because she says, 'These clothes look and feel great!'"

Explain to students, "*Personalizing* means thinking about our own experience. What do I like? What do I not like, or dislike? Why is this helpful when we learn English? It helps us understand and remember when we connect things to our own experiences. We can say that Anna is *personalizing* when she sees the funny outfit. she says, 'I don't like this outfit.' She is thinking about her own likes or dislikes. You can do that, too. Let's try it today."

Practice:

Use the clothing you brought to class, or have several students give you a jacket, sweater, or vest. Have two students come to the front of the class. Give one a jacket that is too large. Give the other a jacket that is too small. Model the following conversation with one student:

Teacher: How about this jacket? (*handing student a small sized jacket to try on*) Please put this on.

Student: This jacket is too small. / I don't like it.

Teacher: Okay, take off that jacket. Let's try this jacket.
(*handing student correct-sized jacket*)

Student: This jacket feels great. / I like it.

Teacher: (Blue/That jacket) looks great on you!

Have the first student continue by carrying on a similar conversation with the other student who has come up to the front.

Thank the students and have them return to their seats.

For the following activity, if students do not have outwear they can exchange, pass out magazines or clothing catalogs from which students can cut or tear out photos of clothing items. Modify the activity to have partners offer a clothing item photo to their partner. Instruct the class, "Please line up along the wall. The tallest student should be at the back of the class. The shortest student should be standing at the front of the class." Wait for students to line up. Continue, "Now, the tallest person should bring the line to the front by walking to face the shortest person. The person you are facing is your partner. Go back to take a seat. Practice the conversation you just saw by exchanging a clothing item with your partner." (Or if using photos, by offering a photo of a clothing item to the partner.)

Walk among students checking the conversations and suggesting expressions as needed, such as "too large/too dark/too casual/too formal for me." Remind students to personalize – Do they like the clothing item? Does it fit them well? When all pairs have practiced, call the students back to their usual positions.

Self-Evaluate

Ask students what they think about the strategy, *Personalize*. Did it help them remember the words and phrases they learned today? Did they feel more comfortable using the clothing words in conversation? Will they try to personalize 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 *Personalize* to help you learn in other areas – for example, when you study history, think of your ancestors living at the time you are studying. When you study science, think of what the scientific changes have meant in your own life, or what they will mean to you in the future. You can use this strategy when speaking, writing, 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 make a suggestion using "How about...?" or "Let's try...?" Have students try the [Listening Quiz](#) to see if they can understand clips from the video.

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 complete the activity sheet.

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 14: How About This?

Anna: Hi, there! In Washington, D.C. people do many things in the evening. They go listen to music. They eat at a restaurant. They go to the theater.

Anna: Tonight I am going to the theater with my friends. But I don't know what **clothes** to **wear**. Maybe this **magazine** can help.

Anna: Her **clothes** are beautiful! I *really* want a friend like her to help me.

Anna: Who are you?

Genie: I am Genie! You want help. I am here to help you find the right **clothes**!

Anna: Awesome! How about jeans and a t-shirt?

Genie: No! Jeans and a t-shirt are too **casual**. How about something more **formal**?

Anna: Sure!

Anna: Wow! Genie, this **dress** is beautiful. But it's not the right **size**. It's too **small**.

Genie: Yes, it *is* too small. But **green** looks great on you.

Anna: Thanks.

Genie: Take off the green dress. Let's try a green shirt and a skirt.

Anna: Oh, Genie! This green **shirt** is too **large** and this orange skirt is too **orange**.

Genie: Yes, the right **size** for you is **medium**. Let's try again.

Anna: Oh, I don't like this **outfit**.

Genie: No. That does not **match**.

Anna: **Nothing**.

Anna: These clothes are formal: a suit jacket, a dress shirt and a tie! They look great!

Genie: Those clothes look great ... for a **man**! Something is wrong.

Anna: Let me see.

Anna: There. Now try.

Genie: Oh. Thanks! Now these clothes look great on you!

Anna: They do! Um, Genie, can you put on a **gold belt**?

Genie: Sure!

Genie: That looks great.

Anna: Can you put on a jacket?

Genie: Why not?

Anna: I love the jacket! How about a **hat**?

Genie: Why not?

Genie: Mm, take off the hat. That's better.

Anna: Genie, these **clothes** look and feel great! Let's go to the theater!

Genie: Sorry, Anna. I have to help other friends. Go to the **magazine** if you want me to help again.

Anna: Thanks, Genie. Sure thing. Goodbye!

Genie: Goodbye!

Anna: There are many places in DC to go for a great evening out! And it's nice to have a friend to help me look my best. Until next time! Bye!

New Words

casual - *adj.* designed for or permitting ordinary dress, behavior, etc

clothes - *n.* the things that people wear to cover their bodies and that are usually made from cloth

formal - *adj.* requiring or using serious and proper clothes and manners

large - *adj.* great in size or amount

magazine - *n.* a type of thin book with a paper cover that contains stories, essays, pictures, etc.

man - *n.* an adult male human being

match - *v.* to be suited to (someone or something); to go well with (someone or something)

medium - *n.* something that is sold in a medium size; something that is the middle size when compared with things that are larger and smaller

music - *n.* sounds that are sung by voices or played on musical instruments

nothing - *pron.* not anything; not a thing

outfit - *n.* a set of clothes that are worn together

put on - *phrasal verb* to dress yourself in (clothing)

restaurant - *n.* a place where you can buy and eat a meal

size - *n.* one of a series of standard measurements in which clothing, shoes, etc., are made

take off - *phrasal verb* to remove (something)

theater - *n.* a building where plays, shows, etc., are performed on a stage

too - *adv.* usually used at the end of a sentence or clause; in addition; also

wear - *v.* to use or have (something) as clothing; to have (a shirt, pants, etc.) over part of your body

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.



First, fill in the blanks to complete the names of the clothing on the left. Then draw lines to match the name of the color with the correct color.



1 pants



2 _ _ _ t

orange red purple blue yellow green



3 j _ _ k _ _

Next, look at what these people are wearing. Write the name and color of four more pieces of clothing on the people. Then draw lines to those pieces of clothing.



4 _ o c k _





5 _ r _ s _

red socks



6 _ - s h _ _ _



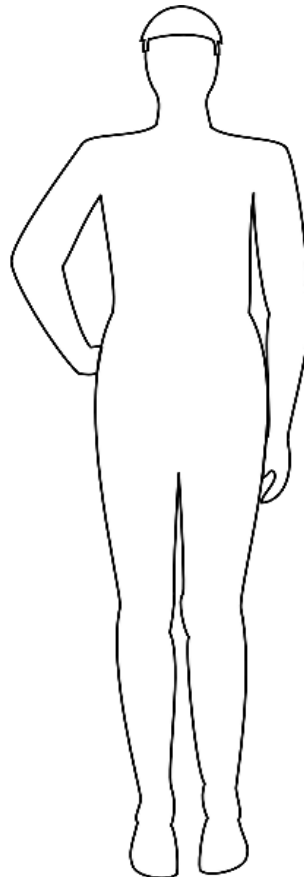


7 s h _ _ _ _

Now work with a partner. Talk with your partner about the clothing you want to draw on the blank picture of the person to the right. Then draw the clothing on the person.



8 s _ _ _ t



How about blue pants?

Let's try a purple jacket!



Answers for above:

Clothing: 1) pants; 2) hat; 3) jacket; 4) socks; 5) dress; 6) t-shirt; 7) shorts; 8) shirt



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.