



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 17: Are You Free on Friday?

Objectives

- Students learn how to talk about future activities
- Students learn to use the strategy, *Evaluate*
- Students learn to use *will* and *be going to*

Materials needed:

- Activity worksheet (included at the end of this lesson plan)
- Information gap activity sheets at the end of this lesson
- Sample schedules or calendars to teach the days of the week

Students may be assigned the web-based homework of viewing the videos for Let's Learn English Lesson 17 before this lesson. See the end of this lesson for more details. Before this lesson, make sure students know how to pronounce the days of the week and times of day.

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.)

Ask students, "What happens at the end of each term at our school?" Take student suggestions. Possible answers may include, "We have final exams," "There are tests," and "We have to turn in papers." Explain, "Having an exam or writing a final paper is a way teachers *evaluate* you. To *evaluate* means to judge or measure something. Teachers *evaluate* to see how well you are learning, and how well they are teaching. Do you think this evaluation is important? Why?" Let students tell you some ways the teachers' evaluations are important. They may say, "I know what I missed," or "I know what I need to study harder."

Continue, "You may think the teacher's evaluation is important. Today we will learn the importance of your own evaluation." Ask students to think back on how they have learned English. "How long have you studied English? What do you know now that you did not know one year ago?" Give students a chance to tell some examples. Write them on the board or a shared screen. Write a date on the board that is after the students graduate or leave the school. Point to it and say, "After you graduate, will your teacher still be with you? No. But you may still be learning English. Then, only *you* can evaluate what you learned. *You* will know what is easy for you in English. *You* will know what is hard, and what you need to practice more."

Move on to the lesson. "When we study this lesson, we will see Anna and Marsha evaluating. We'll practice it, too. Let's evaluate how well we can listen and speak together today."

Present: "Evaluate"

If you have multimedia capability in your classroom, prepare to play the video for Lesson 17 of Let's Learn English. Tell students that the video will show Anna and Marsha making a plan.

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, "What happens when Marsha asks Anna to see a movie?" Give students time to answer. Possible answers may be, "Anna tells about her schedule" or "They tell each other when they are busy." Point out that in this conversation Anna and Marsha have to listen carefully.

Explain, "You can also evaluate in the moment. We do this in conversation when we respond to what someone says. Anna and Marsha's responses show they understand each other. They are also evaluating the activities. For example, Anna tells about her dancing lessons. Imagine what Marsha is thinking. She understands Anna. She *evaluates* her understanding of the phrase 'tap dancing.' She knows it can be fun. Then she knows what she can say about it. Marsha says, 'Tap dancing? That sounds fun!' After Marsha tells about her family visits, Anna thinks about what Marsha says. Anna is *evaluating* the activity, playing board games. She knows that she likes playing board games. Anna says, 'Playing board games is fun,

too!"

Practice:

Ask for two volunteers to come to the front. Ask one student about the class after this one. "What class do you have at [2:00] pm?" Encourage the student to answer with *will*, as in "I will have Math class." Turn to the other student: Now ask [student name] about after school. Use 'going to.'" The other student should ask, "What are you going to do after school today?" Write on the board:

FUTURE FORMS

use will to say what you want to do

use be going to to say what you plan to do

Thank the student volunteers and have them sit down.

Instruct students, "Find a partner. Place your chairs so you are back-to-back. [if your classroom's chairs do not move, have students stand in two lines, then have one line turn around] Separate the information gap activity sheets. Give the "A" schedule to one partner, and the "B" schedule to the other partner. "Here is a student schedule. Your partner will have a different schedule. Don't show your partner the schedule. Ask questions like the ones you see on the sheet about the times with a line. Listen carefully to your partner's answers. *Evaluate* if you understand. Write what you hear."

When all pairs have completed the activity, have them return to their seats. Have the students check their activity sheets, comparing with their partners' sheets.

Self-Evaluate

Tell students, "Now is your chance to *evaluate*. How well did you do?"

What can you do better the next time we have an information gap activity? Did you get the right subjects or activities in the schedule? Did you say the days of the week clearly so their partner could understand?" Have students write in their learning journals or on an 'exit pass' what they learned about the strategy *evaluate* in class today.

Expand

Say to the students, "You can use the strategy *Evaluate* to help you learn in other areas – for example, in science, you can evaluate by testing a hypothesis. If it is supported, you can try your method on another problem. Any time you learn something, you can evaluate by asking yourself, 'How well did I learn? Can I do something better the next time? Should I go back and review?' Give it a try 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 about two ways to say something is happening at a future time: *will* and *BE+going to*. Have students try the [Quiz](#) to evaluate how well they understand this lesson.

The [Pronunciation Practice video](#) teaches about three shortened verb forms: *gonna*, *we'll*, and *wanna*.

See the [Activity Sheet](#) for this lesson at the end of this lesson plan or download it from the website. Have students complete the schedule and bring in the activity sheet for another practice session in class.

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

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

An Everyday Grammar TV episode on future tenses is available at

<http://learningenglish.voanews.com/a/everyday-grammar-fun-with-future-tenses/2935173.html>

Let's Learn English Lesson 17: Are You Free on Friday?

Anna: This city is very interesting, I really like my job, and I have some good friends! Speaking of friends ... I see one now! Marsha! Hi!

Marsha: Hi, Anna. What's going on?

Anna: Not much. How about you?

Marsha: Busy as usual. Hey, do you wanna see a **movie** with me?

Anna: Sure! I **never** have time to see a movie. When?

Marsha: Are you busy this **Thursday** at 6pm?

Anna: Let's see I'm busy. I am going to **tap dance** with my friends Thursday **night**.

Marsha: Tap dancing? That sounds fun!

Anna: I'm still learning. But it is fun!

Anna: Are you busy on **Friday** night?

Marsha: Yes. Friday nights are when I visit my parents.

Anna: What do you and your family do together?

Marsha: We **always** eat dinner together and sometimes we **play board games**.

Anna: Playing board games is fun, too! The word game **Scrabble** is my favorite.

Marsha: I like **Connect Four**!

Anna: I'm not busy **Monday** night. Are you?

Marsha: I am busy on Monday night. I'm going to **jog** in the park with my friend. Do you **jog**?

Anna: Oh! I **always** jog. Well, **sometimes** I jog. Okay, I never jog. But I will try because it is good for you.

Marsha: I always feel great after I jog.

Marsha: How about on **Wednesday** night?

Anna: Wednesday night I am not busy. Oh, no, wait. This Wednesday night I will be busy.

Marsha: What are you doing?

Anna: I'm going to **teach** children how to play the **ukulele**.

Anna: Now, children, play "C." Good. I like your "C."

Marsha: The world *does* need more ukulele players.

Anna: Marsha, it looks like we'll never have time to see a movie.

Anna: Wait a minute. Are you busy now?

Marsha: It's **Saturday** afternoon. This is always when I do my errands.

Anna: Okay, but the new **Star Wars** movie is gonna **start** in 30 minutes.

Marsha: I'll do my errands on **Sunday**. Let's go!

Anna: Most days of the week, people are really busy. But it's important to find time to be with your friends! Until next time!

New Words

always - *adv.* at all times : on every occasion : in a way that does not change

board games - a game (such as chess) that is played by moving pieces on a special

jog - *v.* to run slowly especially for exercise

movie - *n.* a recording of moving images that tells a story and that people watch on a screen or television

night - *n.* the time of darkness between one day and the next

play - *v.* to do activities for fun or enjoyment

Scrabble - *trademark.* a board game in which players use lettered tiles to create words in a crossword fashion.

sing - *v.* to use your voice to make musical sounds in the form of a song or tune

sometimes - *adv.* at certain times; occasionally

Star Wars - *n.* an epic film series chronicling the rise, fall, and redemption of Anakin Skywalker

start - *v.* to do the first part of something : to begin doing something

teach - *v.* to cause or help (someone) to learn about a subject by giving lessons

ukulele - *n.* a musical instrument that is like a small guitar with four strings

week - *n.* a period of seven days - in the U.S., a week is usually considered to start on Sunday and end on Saturday, while in the U.K. a week is usually considered to start on Monday and end on Sunday.

will - *modal verb.* used to say that something is expected to happen in the future

A's Class Schedule

Start Time 7:30 AM Time Interval: 30 (in minutes)

Time	Mon	Tue	Wed	Thu	Fri	Sat	Sun
7:30 AM	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast		
8:00 AM	Earth Science		Earth Science		Earth Science		
8:30 AM		History		History		Breakfast	Breakfast
9:00 AM						Work	
9:30 AM							
10:00 AM						Work	
10:30 AM		English		English			
11:00 AM						Lunch	
11:30 AM	Lunch	Lunch	Lunch	Lunch	Lunch		
12:00 PM						Lunch	
12:30 PM							
1:00 PM						Work	
1:30 PM							
2:00 PM						Work	
2:30 PM							
3:00 PM	Tennis Lesson			Tennis Lesson		Work	
3:30 PM							
4:00 PM						Work	
4:30 PM							
5:00 PM	Dinner	Dinner		Dinner	Dinner	Dinner	
5:30 PM							
6:00 PM						Dinner	
6:30 PM							
7:00 PM							

Questions:

Which class do you have at 10:00 am Monday, Wednesday and Friday?

What are you doing after lunch on Monday and Friday?

What are you doing after dinner Tuesday and Thursday?

B's Class Schedule

Start Time 7:30 AM Time Interval: 30 (in minutes)

Time	Mon	Tue	Wed	Thu	Fri	Sat	Sun
7:30 AM	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast		
8:00 AM		History		History			
8:30 AM						Breakfast	Breakfast
9:00 AM							
9:30 AM							
10:00 AM	Math		Math		Math		
10:30 AM							
11:00 AM							
11:30 AM	Lunch	Lunch	Lunch	Lunch	Lunch		
12:00 PM	Art	Government		Government	Art		
12:30 PM						Lunch	Lunch
1:00 PM		Music		Music			
1:30 PM							
2:00 PM							
2:30 PM							
3:00 PM						Work	
3:30 PM							
4:00 PM							
4:30 PM							
5:00 PM	Dinner	Dinner		Dinner	Dinner		
5:30 PM			Work			Dinner	Dinner
6:00 PM							
6:30 PM							
7:00 PM	Homework	Homework		Homework			Homework
7:30 PM			Dinner				
8:00 PM							
8:30 PM							

Questions:

Which class do you have at 8:00 am Monday, Wednesday and Friday?





What are you doing before lunch on Tuesday and Thursday?

What are you doing Saturday morning?







Look at the activities below and decide which ones you do often. Check the 'Yes' box if you do it often or the 'No' box if you do not do it often. Then write when you usually do those activities on the calendar below.

Do you...?

Yes <input type="checkbox"/>	No <input type="checkbox"/>		jog <input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>		play board games <input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>		make dinner <input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>		talk on the phone <input type="checkbox"/>

Do you...?

play music <input type="checkbox"/>		Yes <input type="checkbox"/>	No <input type="checkbox"/>
take dance lessons <input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
go to the movies <input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
study <input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>

Now try to make plans with your friends. Ask your friends if they are busy at a time when you are free. If they are not busy, both of you should write your planned activity on your calendars. Let your friends also ask you about when you are busy. Try to find a time you are free and write the plans you make with them on the calendar.

Are you busy on Monday at 4pm?

Yes. I usually jog then.

Are you free on Sunday at 4pm?

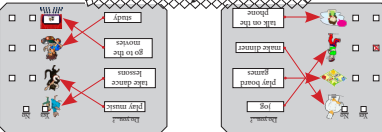
Yes.

Let's play board games.



	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
10am							
11am							
12pm							
1pm							
2pm							
3pm							
4pm		jog		jog		jog	
5pm							
6pm							
7pm							

Answers for above



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.