



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 20: What Can You Do?

Objectives

- Students learn how to express ability with *can* or *cannot*
- Students learn to talk about occupations and skills
- Students learn to use the strategy, *Identify Problems* and to ask clarifying questions
- Students practice pronouncing can & can't

Materials needed:

- Activity worksheet (included at the end of this lesson plan)
- Handout with jobs and workplaces.
- Sheet with graphics showing jobs. (included in this lesson plan)

Students may be assigned the web-based homework of viewing the videos for Let's Learn English Lesson 20 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.)

Introduce the lesson: "In this lesson, we see what happens when people do not understand each other in a conversation. Imagine you are talking with your friend. There is a loud noise, or your friend speaks quietly and you do not understand what your friend is saying. What do you do?"

Encourage students to respond. Possible answers may be, "I ask them to repeat," "I ask them to talk louder," or "I try to guess the word." Respond to students' answers positively. List them on the board or a shared screen.

"In this lesson, we will see Anna and Pete asking questions when they do not understand. Look for how they do it. We will learn the strategy that helps us ask questions today."

Present: "Identify Problems"

If you have multimedia capability in your classroom, prepare to play the video for Lesson 20 of Let's Learn English. Tell students that the video will show Anna, Marsha, and Pete talking in a coffee shop about jobs.

Have students repeat, or shadow, 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 the script for the video at the end of this lesson.

At the end of the video or conversation ask students, "Are there any

times when Anna and Pete do not understand each other?" Give students time to answer. Possible answers may be, "Anna cannot hear Pete" "Pete thinks Anna says, 'cold,' not 'code.'" or "Pete thinks Anna asks him about driving a race car." Write the problems on the board or shared screen when students volunteer them.

Ask, "What does Anna say when she cannot hear Pete?" Students should respond, "She says, " Sorry, I can't hear you." Write on the board or screen, *Identify Problems*. Continue, "She is *identifying a problem*, or showing she does not understand well."

Ask, "What does Pete do when Anna asks him about driving?" Students should respond, "He asks, "Do you mean drive a race car?" Pete is also identifying a problem. He is not sure about why Anna is asking him the question.

Point out another way that learners can identify problems - writing words down on paper. When Pete writes the word 'cold' on paper, Anna knows that he does not understand her. She helps him by explaining in more detail, "No, not 'cold.' *Code*; you know, for making phone apps, or websites."

"We often *identify problems* when we use English or our home language. Today we're going to learn some ways to *identify problems* when speaking English."

Practice:

Give the handout on page 9 to students. Ask students to work individually to match the jobs with the work places. Check their answers. The correct matches are listed after the handout below. Bring one pair of students to the front of the class to model the activity. Tell students to choose a role, Student A or Student B. Have

Student A begin, making a sentence with a job and a work place.
Prompt Student A to speak quietly.

A. Do you want to be a *teacher* in a *school*? (*softly*)

B. I'm sorry, I can't hear you. Can you say it again?

Next, have the students demonstrate making the wrong match:

B. Do you want to be a chef in a theater?

A. Sorry, do you mean a chef in a restaurant?

Ask students, "Are there other ways you can identify problems? One way is to ask your partner directly to say it again. You can say, "I'm sorry, can you say it again? It is noisy here, so I cannot hear you."

Have the other students form pairs and continue with the remaining jobs and work places. Circulate around the class, reminding them to identify problems in both ways, by asking the partner to speak louder, and by asking "Do you mean..."

Self-Evaluate

Ask students, "What did you think of the strategy, *identifying problems*? Did you learn how to ask questions when you do not understand? Can you think of other times you can *identify problems* in English? Have students write in their learning journals or on an 'exit pass' what they learned about the strategy *identify problems* in class today.

Expand

Say to the students, "You can use the strategy *identify problems* to help you learn in other areas. When we are in any class, we can ask questions when we do not understand. Whenever you have a conversation, even in your native language, you can use this

strategy to get more information and understand better. See if *identifying problems* helps you when you are speaking in English. 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 two ways to ask questions to clarify.

Have students try the [Quiz](#) to evaluate how well they understand this lesson.

The [Pronunciation Practice](#) video teaches the contraction of *cannot*; *can't* and how to pronounce *can* in stressed and unstressed contexts. See the Activity Sheet for this lesson at the end of this lesson plan or download it from the website.

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

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

Let's Learn English Lesson 20: What Can You Do?

Anna: Hi, there! Washington, D.C. is a great place to work. Many people here work in government and politics. But there are many other jobs. You can work at a **hospital**; a **university**. You can work in a coffee shop. Wait a minute, I think I see a friend of mine. Pete? Is that you?

Pete: Hi, Anna.

Anna: You look different. Your beard ... is really big.

Pete: You don't like it, do you?

Anna: No, no. You just look ... different. So, what's wrong? You look sad.

Pete: I don't have a job.

Anna: Sorry, I can't hear you.

Pete: I do not have a job!

Anna: Oh. I'm sorry to hear that, Pete.

Pete: I don't have a skill.

Anna: Everyone has a skill. You need to find yours.

Pete: I don't know, Anna.

Anna: Pete, I am good at asking questions. Let me ask you some.

Pete: Really, Anna? Can you help me?

Anna: Yes, I can. Let me help.

Pete: Sure, Anna. Maybe you *can* help me.

Anna: Can you write **code**?

Pete: Sure, c-o-l-d. How is this going to help?

Anna: No, not "cold." **Code**; you know, for making **phone apps**, or **websites**. You can make tons of money writing code.

Pete: Tons of money? But I can't **code**.

Anna: Oh, that's too bad. Next question. Can you drive?

Pete: Do you mean drive a race car? It's really **hard** to be a race car driver. First, you need a race car ...

Anna: No, I mean drive a taxi or drive a bus.

Pete: No, I always fall asleep when I drive.

Anna: Oh, that's not good. Next question. Can you teach? You can be a **teacher** in a **school**.

Pete: No, I cannot teach.

Anna: Can you cook? You can be a **chef** in a restaurant.

Pete: No, I can't code! I can't teach! I can't cook! Anna, I can't do anything. This is sad. I'm gonna write about my feelings in my **blog**.

Anna: You write a blog?

Pete: Yeah, I write a blog.

Anna: How many **followers** do you have?

Pete: I don't know ... 59,538.

Anna: Pete, that's a lot of followers! You can make money writing!

Pete: Writing is **easy**. Everyone can write.

Anna: Not everyone can write **well**. You can be a writer!

Pete: I can be a writer. I can be a writer! I can be a writer! Thanks, Anna.

Marsha: Hi, Pete. Hi, Anna.

Pete: Hi, Marsha. Excuse me, I have to go.

Marsha: Where are you going?

Pete: I'm going to be a writer!

Marsha: **Good luck**, Pete!

(To Anna) He does know that it's not easy to be a writer, doesn't he?

Anna: There are many different jobs you can have in Washington, D.C. Pete wants to be a writer. I wish him luck. Lots of luck. Until next time!

New Words

app - *n.* a computer program that performs a particular task (such as word processing)

beard - *n.* the hair that grows on a man's cheeks and chin

blog - *n.* a Web site on which someone writes about personal opinions, activities, and experiences

chef - *n.* a professional cook who usually is in charge of a kitchen in a restaurant

code - *n.* a set of instructions for a computer

code - *v.* to change (information) into a set of letters, numbers, or symbols that can be read by a computer

drive - *v.* to direct the movement of a vehicle such as a car, truck, or bus

easy - *adj.* not hard to do

follower - *n.* a person who likes and admires (someone or something) very much

good luck - *expression.* used to say that you hope someone will succeed

hard - *adj.* physically or mentally difficult

lot(s) or a lot (informal) lots - *n.* a large amount

hospital - *n.* a place where sick or injured people are given care or treatment and where children are often born

school - *n.* a place where children go to learn

taxi - *n.* a car that carries passengers to a place for an amount of money

teacher - *n.* a person or thing that teaches something

university - *n.* a school that offers courses leading to a degree and where research is done

website - *n.* a place on the World Wide Web that contains information about a person, organization, etc., and that usually consists of many Web pages joined by hyperlinks

well - *adv.* in a skillful way

Handout

Job	Work Place
actor	bakery
baker	band
cashier	bus, taxi
chef	field
driver	salon
farmer	theater
hairdresser	hospital
nurse/doctor	restaurant
singer	school
teacher	store

Draw a line to match the job and the work place in the table above.

Find a partner. Choose one person to identify a problem. That is Student B. The other student is Student A.

Student A: Make a sentence with the job and workplace. Cover your mouth with your hand and speak quietly. **Student B:** Identify a problem. Ask a question. **Student A:** Say it again in a louder voice.

- A. Do you want to be a *teacher* in a *school*? (*softly*)
- B. I'm sorry, I can't hear you. Can you say it again?

Trade roles. Use a job and workplace that do not belong together.

- B. Do you want to be a chef in a theater?
- A. Sorry, do you mean a chef in a restaurant?

Continue with the other jobs and work places.

Answers to matching

Job	Work Place
actor	theater
baker	bakery
cashier	store
chef	restaurant
driver	bus, taxi
farmer	field
hairdresser	salon
nurse/doctor	hospital
singer	band
teacher	school



driver



baker



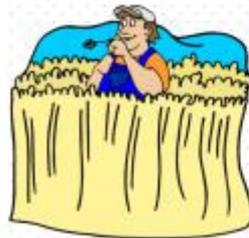
actor



cashier



chef



farmer



hairdresser



nurse



doctor



singer



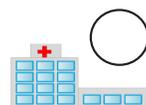
teacher

Fill in the blanks below to complete the names of each job. Then draw lines to match each job with the thing a person who has that job can do.

 1 c <u>h</u> e f	 build things	 grow things	 s _ _ r _ t a _ y
 2 _ o _ t _ r	 cook	 cut hair	 _ a _ _ e r
 3 r e _ o _ t _ r	 read the news	 play music	 7 m _ s _ c _ a n
 4 _ _ n s _ r u _ t _ _ n w o _ _ e r	 help sick people	 organize files	 8 _ t _ l _ _ t

Next, write the number for each job next to the place where people with that job work.

Now write three things you can do. Ask three friends about what they can do. Let your friends ask you about what you can do. Think about what your friends can do and write some job advice for them.

 construction site	 office	 concert hall	 1 restaurant
 hospital	 farm	 TV station	 salon

What can you do?

I can cook. What can you do?

I can speak English.




Tina

Things you can do:	Advice for your friends:
- speak English	Tina can be a chef in a restaurant.
-	
-	
-	

Answers for above:

1) chef - cook; restaurant; 2) doctor - help sick people; hospital; 3) reporter - read the news; TV station; 4) construction worker - build things; construction site; 5) secretary - organize things; office; 6) farmer - grow things; farm; 7) musician - play music; concert hall; 8) stylist - cut hair; salon

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.