



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 38: She's my best friend!

Objectives

- Students learn to use superlatives (messiest, nicest, silliest)
- Students learn about describing people, places, & things
- Students practice reporting details and identifying positive & negative qualities
- Students practice the strategy: Evaluate

Materials needed

Download the Activity Sheet for Lesson 38 or print it from the end of this lesson.

Students may be assigned the web-based homework of viewing the videos for [Let's Learn English Lesson 38](#) before this lesson.

Prepare: [In students' native language, if needed]

Ask students, "Imagine you have a friend who moved to another place. You have not seen your friend for a long time. Now, you are talking to them and want to tell them about your life and other friends. What will you tell them? Think for a moment and then turn to your neighbor and say one sentence about your friends or your life in English. Tell what you like or don't like." Give students time to carry out the instructions. Ask several students to share their sentences.

Continue, " When we talk about things, we are often not only describing them, but we are also evaluating them. That means talking about the qualities of a person, or saying what we like or don't like about a person or thing. We will learn how to do this in English today."

Teach the new words for this lesson, using the list of words found at the end of the lesson. Show the provided images to help illustrate some of the terms.

Present: Superlatives and Evaluating

If you have multimedia capability in your classroom, play the video for [Lesson 38 of Let's Learn English](#). Have students repeat the sentences when the video pauses. If you cannot play multimedia, have two students come to the front of the class and act out the conversation between Anna and Penelope.

(If possible, give students the transcript of the conversation from the end of this lesson.)

Say, "In this lesson, Anna's best friend from her hometown comes to visit. Notice how her friend asks Anna to tell her about her job and her friends. Anna uses some words with "est" at the end. Do you remember when Anna went to the fish market? She wanted the largest crabs, with the most meat. These are superlative adjectives. Let's practice these some more." (The end of the Speaking Practice video for this lesson includes instruction on spelling changes for the superlative form of adjectives that end in y.)

Show the images below of Christmas sweaters. Explain, "In the

United States, Christmas sweaters are popular at this time of year. Some people think they are ugly, or not pretty. Other people like them. Look at these photos. Pick the one you think is the prettiest and describe it to your partner. Tell them why you think it's the prettiest. Then pick the one you think is the ugliest, describe it, and tell them why you think it's the ugliest. For example: "The green sweater vest has too many pictures on it. I think it is the ugliest sweater." After the pair practice, have several students demonstrate how they evaluated and described the sweaters.



Continue, "There are often times when we have to say what we think about something, and explain why we have that opinion. We call this strategy *evaluating*. When we evaluate, we may compare different things, or we may think of the value of one thing. This strategy can be very helpful in school work. Often teachers ask you to give your opinion or to compare things. *Evaluating* can help when we are learning about new things in English because we remember better when we connect new information to our own opinions. We will practice this strategy today in our lesson."

Practice

Give students copies of the Activity Sheet. Explain, "Imagine that you are looking for an apartment for yourself or your family. Look at the ads carefully. Then change the adjectives to superlatives and make sentences with them." Write the adjectives on the board and have students tell you the superlative forms:

adjective	superlative adjective
noisy	noisiest
expensive	the most expensive
close	closest
friendly	friendliest
cheap	cheapest
big	biggest
small	smallest
easy	easiest

Ask two students to come to the front to model the activity. Instruct students to demonstrate the sample conversation.

Which is your favorite apartment?

My favorite is Apartment A.

Why?

It's the friendliest building. I want to meet new people.

Have students form pairs and do the activity. As students practice, remind them to *evaluate* and to remember to ask their partner to give reasons for their opinions.

When students have finished, have several demonstrate their conversations and talk about any questions that come up.

Self-Evaluate

Ask students to think about the strategy: *Evaluate*. Did it help them talk about the things they like or dislike? Can they think of other times they can use this strategy? Have students write in their learning journals or on an 'exit pass' what they learned about the strategy in class today.

Expand

Explain that, "You can use the strategy *evaluate* to check on how well you are learning in other subjects as well as in English. For example, when you have to learn how to sing or play a musical scale, you can make a recording of yourself using a phone, and play it back to compare your singing with that of your teacher or classmate. Try it the next time you are learning 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 the spelling of some adjectives changes when we use the superlative form.

The [Pronunciation Practice video](#) teaches about sentence stress and superlative adjectives.

The supplemental videos may be assigned as homework the day before doing this lesson, or to reinforce the structures after the lesson. There is also a multimedia [Listening Quiz](#) that can be used as an individual or whole-class assessment.

Let's Learn English Lesson 38: She's my best friend!

Anna: Hello! I have great news. My best friend from my hometown is coming here -- to Washington, D.C.! I can't wait to catch up with her! Oh! I gotta go. Her **train** arrives in 10 minutes!

Anna: Penelope!

Penelope: Anna! I am really happy to see you!

Anna: Me too! How was your trip?

Penelope: It was fine.

Anna: Let me help you with your bags.

Penelope: I'm really excited to be in Washington, D.C.! I can't wait to hear about ... everything!

Anna: I have so much to tell you. Let's go to my apartment. We can talk over a hot cup of **tea**.

Penelope: I love your apartment building, Anna. Is your **rent** expensive?

Anna: Well, I have a roommate. So, we **split** the rent.

Penelope: Oh, that's right. Is your roommate nice?

Anna: Marsha is the **nicest** person I know in this city. Sometimes she worries too much. And she says I'm the **messiest** cook she knows. But we are great roommates.

Penelope: So, Anna, is it hard to make friends in D.C.?

Anna: At first it was hard. But now, Marsha is a good friend. And there's Pete. Of all the people I know in D.C., Pete is the most serious and also the **silliest**.

Penelope: He sounds ... interesting.

Anna: Jonathan and Ashley are two other good friends of mine. In the city, they are the **friendliest** people I know. They always help me when I need it.

Penelope: Your friends sound great! So, tell me about your job.

Anna: I love my work! I make a children's show called the "Time Traveling Treehouse."

Penelope: Anna, that is the best job for you! Do you remember when we were little? We played in that old treehouse behind my family's house for hours!

Anna: I forgot about that! We thought it really time traveled! Penelope, it is really good to talk to you. New friends are good. But old friends are the best.

Penelope: I know. Our hometown isn't the same now. You are not there.

Anna: No **crying**. No crying. Why don't you move here and live with me and Marsha?

Penelope: Anna, I can't leave our hometown. You forget -- I love my job, too.

Anna: I didn't forget. You are the most **famous turkey** farmer I know!

Penelope: Thanks, Anna.

Anna: Come on. Let's go eat dinner at one of D.C.'s most famous restaurants.

Penelope: Awesome!

Anna: That's the restaurant, Penelope. I'll be right there.

Anna: I have a great apartment. I love my work. And I have awesome friends -- both old and new. I am the **luckiest** woman in Washington, D.C. (*sound of thunder; rain begins*) Until next time?

New Words

catch up (with) - *phrasal verb*. to talk to someone you have not seen for some time and find out what they have been doing

cry - *v.* to produce tears from your eyes often while making loud sounds because of pain, sorrow, or other strong emotions

expensive - *adj.* costing a lot of money

famous - *adj.* known or recognized by very many people

friendly - *adj.* acting like a friend **friendliest** - *superlative adj.*

lucky - *adj.* having good luck **luckiest** - *superlative adj.*

messy - *adj.* not clean or tidy **messiest** *superlative adj.*

nice - *adj.* kind, polite, and friendly **nicest** - *superlative adj.*

rent - *n.* money that you pay in return for being able to use property and especially to live in an apartment or house that belongs to someone else

silly - *adj.* playful and funny **silliest** - *superlative adj.*

split - *v.* to divide (something, such as money or food) among two or more people or things

tea - *n.* a drink that is made by soaking the dried leaves of an Asian plant in hot water

train - *n.* a group of vehicles that travel on a track and are connected to each other and usually to an engine

turkey - *n.* a large American bird that is related to the chicken and that is hunted or raised by people for its meat



Commuter Train



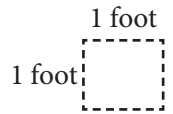
American Turkey



Compare all three apartments. Then change the adjectives below to superlatives. Use the superlatives to write sentences describing each apartment.

sq ft = square foot - n. measurement for a square-shaped area of space that is 1 foot on all sides

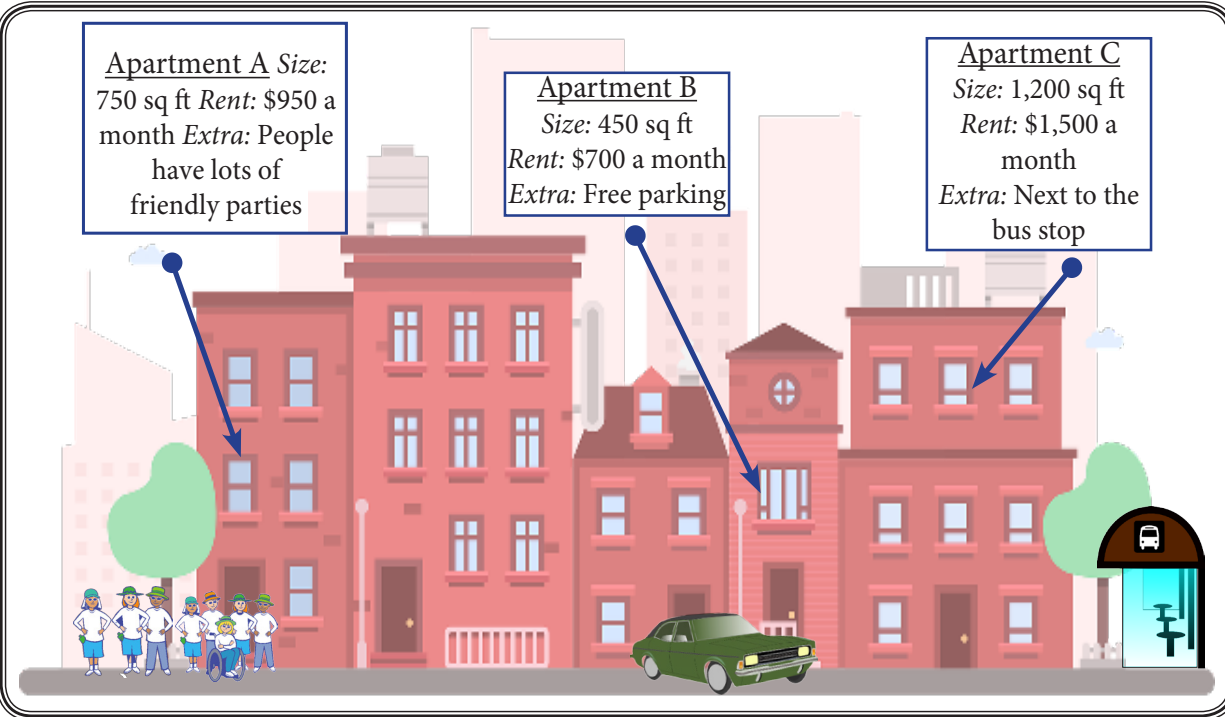
square foot



Apartment A Size: 750 sq ft Rent: \$950 a month Extra: People have lots of friendly parties

Apartment B Size: 450 sq ft Rent: \$700 a month Extra: Free parking

Apartment C Size: 1,200 sq ft Rent: \$1,500 a month Extra: Next to the bus stop

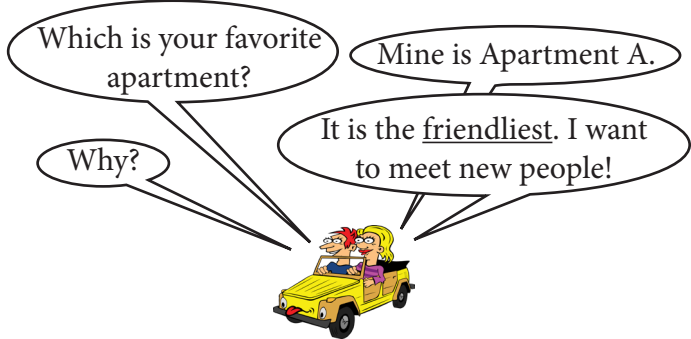


Now choose which apartment you like the most. Write down why you like it and share your reasons with a friend.

- 1) noisy 2) expensive 3) close 4) friendly 5) cheap 6) big 7) small 8) easy

Apartment A	
Apartment B	
Apartment C	This is the most expensive apartment.

Your favorite apartment and why you like it:



Answers for above

1) noisiest; 2) most expensive; 3) closest; 4) friendliest; 5) cheapest; 6) biggest; 7) smallest; 8) easiest

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.