

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.



Let's Learn English Lesson Plan

Lesson 50: Back to School

Objectives

- Students learn to use the present perfect continuous verb tense
- Students practice discussing duration of activity
- Students see examples of reassuring someone
- Students learn to pronounce the reduced form of "for" in sentences using the present perfect continuous and a time phrase
- Students practice the strategy: *Monitor*

Materials needed

Download the Activity Sheet for Lesson 50 or print it from the end of this lesson. (Fields in the online sheet become fillable when the file is downloaded.)

Show the images for vocabulary from the end of this lesson if you cannot use multimedia in your classroom.

Students may be assigned the web-based homework of viewing the videos for [Let's Learn English Lesson 50](#) before this lesson.

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

Ask students what they think about school. "Do you like studying? How about going to school? What do you like or dislike about going to school?" Instruct students to turn to their neighbor and give their answer.

Give students time to discuss. Ask for volunteers to share with the rest of the class. Write students' responses on the board or shared screen. Possible answers may be:

- I like going to school, because I see my friends at school.
- I don't like studying.
- I like lunch at school.
- I like playing sports at school.
- I like learning new things
- I like my/some/one of my teachers / classes

Explain, "In today's lesson, we are going to learn about Anna going back to school."

Introduce the topic of the learning strategy, *Monitor*. "The other thing we're going to learn about today is something you probably do often when you are listening or speaking in English or in your native language. Let's say you are talking to someone and you can see from their face that they don't understand you. Or maybe they are doing something else and they are not listening to you. What do you do? Please tell your neighbor. " Instruct students to raise their hands if they want to share their answer after they have told their neighbor. Possible answers may be, "I stop talking and ask if they understand," "I talk louder," "I slow my speech," "I ask them to listen" or "I use gestures or pictures."

Write students' responses on the board or shared screen. Say, "When you notice that someone is not understanding or does not want to listen to you, you are *monitoring*. This is something everybody should do. When you are listening, you *monitor* whether you are understanding. So, when you are speaking, you should monitor whether your listeners are understanding. We will see Anna *monitoring* in this lesson and learn how it can help us to learn English."

Teach the new words for this lesson, using the list of words found at the end of the lesson. You can use the first part of the [Speaking Practice](#) video to help teach the new words and their pronunciation.

Explain that, in this lesson, students will also learn the present perfect continuous verb tense. The end of this lesson's [Speaking Practice](#) video also presents this new verb tense.

Present: Present perfect continuous

If you have multimedia capability in your classroom, play the video for [Let's Learn English Lesson 50](#). Have students repeat the sentences when the video pauses. If you cannot play multimedia, have five students come to the front of the class and act out the conversation between Anna and the university students.

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

Ask students to find the places in the conversation when Anna or the students talk about how long they were doing something. Write them on the board or a shared screen:

- Students have been studying here since 1792
- I have been writing and re-writing since last night!

- I have been studying this topic for a long time.
- How long has the class been waiting?

Explain, "These sentences are in the present perfect continuous verb tense. This is how we make it: (write on board or shared screen)"

has/have + been + present participle

"The present participle is the verb plus 'ing.' We use this verb tense to talk about something that started in the past and has continued up until now. We often use this with time phrases and the word 'for' or 'since.' Notice them in these three sentences. Circle the words 'for' and 'since' in the sentences - they are indicated in bold below - and underline the time phrases.

- Students have been studying here **since** 1792
- I have been writing and re-writing **since** last night!
- I have been studying this topic **for** a long time.

Point out that 'since' is used with a point in time that an activity began. 'For' is used with a phrase that indicates a length of time.

When we do our activity today, you will practice using this verb tense."

Present 2: Monitor

Point out how Anna used the strategy *Monitor* by asking, "At the end of the conversation in this lesson, how did Anna know she had made a mistake?" Give students time to respond. Possible answers may be:

- She saw the other students' faces.
- The professor tried to stop her.

Explain, "Anna was monitoring as she spoke. She saw that her

classmates were giving her funny looks. We can monitor when we are speaking *or* listening. Another way to say that is we check our understanding of *others* and make sure others are understanding *us*. If you *monitor* when you are speaking English, you will get better because you are making sure that others understand what you are saying in English."

Conclude, "We're going to practice monitoring today while we are using the present perfect continuous tense."

Practice

Give each student a copy of the [Activity Sheet](#). (Note: for a fillable pdf, download the file and distribute to students electronically.)

Explain, "On the left side of the sheet, put the words in order to make a question or a statement."

When students have finished, ask several volunteers to read their sentences. Point out that the sentences use the present perfect continuous verb tense.

Introduce the board game. "Today we will play a game. Let's get into groups of four. Choose a coin or a small object to use as your marker. Place it on the *Start* space."

Continue, "Close your eyes and touch your finger to the number board. That is how many spaces you move. When you land on a space with words, follow the instructions. When you land on a space with a picture, ask one of the other players a question with the present perfect continuous verb tense. Have two students demonstrate with the first image, "Work." Write the exchange on the board and ask two students to demonstrate. One student can ask, "How long have you been working?" and the other can answer,

"I've been working for three years. And you?" Continue, "Now here's the important part - you have to *monitor* what the answer is. If you have been doing the action for a longer time you can stay on the space. If you have been doing it a shorter time, you have to go back one space. If none of your game players has done that thing, you can choose another number and move ahead." Ask the student who answered the question, "Have you been working longer than three years?" Instruct the student to stay on the space if they have, or move back a space if they have been working for less than three years.

Explain the other rules and make sure students understand.

Check to see if the groups are understanding the game rules as they play. Remind students to *monitor* as they begin playing the game.

Give students a set amount of time to play the game. Then call their attention back to you and ask them if they have monitored. Answer any questions about the questions and answers they came up with as they played the game.

Self-Evaluate

Remind students of the strategy for this lesson. "Think about the strategy: *Monitor*. Do you think you will be able to monitor better after your practice today? Can you think of other times when you can use this strategy?" Have students write in their learning journals or in an 'exit pass' what they learned about the strategy in class today.

Expand

Explain that, "You can use the strategy, *Monitor*, when you are learning other things besides English. For example, when you are playing a sport, you can monitor how well you are doing by the points you make in the game. In our next class, I'd like to hear about a time when you monitored outside of English class."

Assignments for more practice

Have students listen to the [Speaking Practice](#) video and say the new words for this lesson. Students can see a picture of the word and hear a native speaker pronounce it in the video. After the vocabulary section, the video teaches the present perfect continuous verb tense.

The [Pronunciation Practice](#) video teaches how Americans pronounce the reduced form of "for" in sentences using the present perfect continuous verb tense and a time phrase.

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 50

Back to School

Anna: Hello, and welcome to Georgetown University in Washington, D.C.! I am going back to school! Georgetown is the oldest **Catholic** and Jesuit university in the United States. The Jesuits are a religious order known worldwide for their many colleges and universities. Students have been **studying** here **since** 1792! Students from all over the world study at Georgetown University!

Sarah: Hey, are you finished with your **report**?

Taylor: Almost. I have been writing and re-writing since last night! The subject is really interesting to me.

Sarah: Me too! I have been studying this topic for a long time.

Anna: Am I late?

Sarah: You're a little late. But don't worry. The professor isn't here yet.

Anna: How long has the class been waiting?

Taylor: We've only been waiting for about 10 minutes.

Anna: Oh good. Oh, no! I forgot my **pencil sharpener**. Excuse me, do you have a pencil sharpener I can borrow?

Taylor: No, sorry.

Anna: Oh wait. I found my extra one! Whew, that was close.

Anna: So, how long have you been studying at Georgetown?

Andrew: I've been studying here since 2015.

Anna: Awesome. You know, I've been wanting to go back to school for a long time. So, here I am!

Andrew: Well, you picked a great school. I've been really happy here.

Anna: Awesome.

Anna: See, I've been working for several years now. So, going back to school makes me a little nervous.

Randall: Don't be nervous. Just **pay attention** and do your best!

Anna: That is great advice. You know, I have been paying attention. But sometimes I still feel like I don't **understand**. Like last week ...

Anna: What's that?

Jada: This is my **draft**.

Anna: What draft?

Jada: The professor told us to bring our drafts.

Anna: I think she said "**giraffe**."

Jada: No. She didn't.

Randall: I'm sure you've been understanding just fine.

Anna: Here comes the **professor**.

Dr. Jones: Hello **class**! Sorry I'm late, but the snow storm made getting here really difficult. I see you've been waiting very **patiently**. So, let's get started! Who wants to give their talk first?

Anna: Oh! Oh! Please, please pick me.

Dr. Jones: Anna?

Anna: Who me? Sure. Thanks.

Anna: Here is my **report** on "**Violins** in the City."

Anna: People have been looking for a **solution** to the problem of violins in the city. I say stop! Stop! They are not the problem! In fact, violins are part of the solution! Violins create beautiful music that can fill a city with hope.

Dr. Jones: Anna ...

Anna: If we put a violin in the hands of every child ...

Dr. Jones: Anna! The topic is "**Violence** in the city." Violence. Not violins.

Anna: Until next timeLike I was saying, many people are saying that violence in the city is a problem. A very big problem.

Thanks to Georgetown University students Sarah, Taylor, Randall,
and Jada and Communications Specialist Andrew Debraggio.

New Words

Catholic - *adj.* of or relating to the Roman Catholic Church

class - *n.* a group of students who meet regularly to be taught a subject or activity

draft - *n.* a version of something (such as a report) that you make before you make the final version

confused - *adj.* unable to understand or think clearly

giraffe - *n.* a very tall African animal that has an extremely long neck and legs

Jesuit - *n.* a man who is a member of a religious group called the Roman Catholic Society of Jesus

order - *n.* a religious organization whose members usually live together and promise to follow special rules and traditions

patient - *adj.* able to remain calm and not become annoyed when waiting for a long time

pay attention - *phrase.* to listen to, watch, or consider something or someone very carefully

pencil - *n.* an instrument used for writing and drawing that has a hard outer part and a black or colored center part

professor - *n.* a teacher especially of the highest rank at a college or university

religious - *adj.* believing in a god or a group of gods and following the rules of a religion

report - *n.* a written or spoken description of a situation or event

sharpener - *n.* a tool or machine that makes something sharp

since - *prep.* in the time after (a specified time or event in the past) or from (a point in the past) until the present time

solution - *n.* something that is used or done to deal with and end a problem

study - *v.* to learn about something by reading, memorizing facts or attending school

understand - *v.* to know the meaning of something

violence - *n.* the use of physical force to harm someone or to damage property

violin - *n.* a musical instrument that has four strings and that you play with a bow



giraffe



pencil sharpener



pencil



violin



Put the groups of words below into the correct order to make questions and answers. Now, together with up to three other friends, place objects on the 'Start' space. These are your markers for the board game. Take turns closing your eyes and touching the numbered squares below. The number you touch tells you how many spaces forward to move your object. If you move to a space with special instructions, do what the instructions say. If you move to a space with a verb and picture on it, create a question asking someone how long or where they have been doing the thing that the verb and picture describe. Ask one of your friends that question. If they have been doing that thing longer than you or in a different place, move back one space. If they have never done that thing, ask a different friend. If none of your friends have done it, choose a new number and move again. The winner is the first player whose object reaches the space marked 'Finish.'

years both studying two have We
English for been

We have both been studying English for two years.

been sister your Where has practicing

English She has at speaking work been

| | |
|---|---|
| 1 | 2 |
| 4 | 3 |

| | | | |
|----------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|
| START | Lose your next turn. |  live in your home |  play music |
|  work | Move ahead two spaces. | |  go to school |
| Lose your next turn. |  eat healthy | | Go back to 'Start.' |
|  play soccer | Take an extra turn. |  study English | FINISH |

How long have you been playing soccer?



I have been playing my whole life.

That's longer than I have.

Move back one space!

Answers for above
We have both been studying English for two years.
Where has your sister been practicing?
She has been speaking English at work.

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.