

## 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 51: A Good Habit**

#### **Objectives**

- Students review present perfect and present perfect continuous verb tenses
- Students practice using gerunds and infinitives
- Students discuss things they like or don't like to do
- Students see examples of expressing appreciation
- Students learn to pronounce the reduced form of "to" in infinitive phrases
- Students practice the strategy: *Set a Goal*

#### **Materials needed**

Download the [Activity Sheet](#) for Lesson 51 or print it from the end of this lesson. (Fields in the online sheet are fillable when the file is downloaded.)

Students may be assigned the web-based homework of viewing the videos for [Let's Learn English Lesson 51](#) before this lesson.

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

Ask students what activities they like to do for exercise. Tell them to turn to the next student and say a sentence, such as, "I like swimming" or "I like to swim."

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

- I like **running**
- I like **to run**
- I like **stretching**
- I like **to stretch**

Find out if students notice the different noun forms. Circle the 'to' and 'ing' parts of the phrases and say, "These are special kinds of nouns. We make them from verb forms. Today we will learn about using these nouns."

Explain, "In today's lesson, we are also going to learn about how people stay fit and help charities."

Introduce the topic of the learning strategy, *Set a Goal*. "The other thing we're going to learn about today is a strategy that can help us keep focused on what we want to do in life. It's setting a goal. Let's see how Anna sets a goal in this lesson and learn how it can help us while we are learning 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 gerunds and infinitives. The end of this lesson's Speaking Practice video also presents these verb forms.

## **Present: Gerunds and Infinitives**

If you have multimedia capability in your classroom, play the video for [Let's Learn English Lesson 51](#). Have students repeat the sentences when the video pauses. If you cannot play multimedia, have four students come to the front of the class and act out the conversations between Anna and Ashley and between Anna and the volunteer at the race.

(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 someone uses 'to' before a verb or 'ing' after a verb. Write them on the board or a shared screen:

- I want to challenge myself
- Do you want to sit down...?
- I love running!
- What do you know about running?

Explain, "The first two sentences have 'to' and the simple form of the verb. When we add 'to' to the simple form, the verb acts like a noun that we call the 'infinitive.' Now look at the -ing words. Those are nouns that we call 'gerunds.' When we do our activity today, you can practice using these nouns."

### **Present 2: Set a Goal**

Point out how Anna used the strategy *Set a Goal* by asking, "At the beginning of their conversation, what does Anna tell Ashley?" Give students time to respond. Possible answers may be:

- She is training

- She wants to run in a marathon

Continue, "What does Ashley tell Anna about training?" Give students time to respond. ("a little training every day is a good habit.") Ask, "How about you? Is there something you do every day to get better at doing that thing?"

Explain, "Anna made a decision. She thought about doing something difficult, or challenging herself. You can say she *Set a Goal*. When we set a goal for ourselves, we give ourselves a reason to try harder. It's kind of like extra power. You can do amazing things when you set yourself a goal and work a little every day. If your goal is to get better at speaking English, think of a way you can practice every day. Let's keep that in mind as we practice using the new nouns today."

### **Practice**

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

Make sure the students know the meanings of the words for activities listed at the top of the page. And, make sure they know they're all verbs. Explain, "At the top of the sheet, match the words to the pictures. Put the number of the image in the box." The words are weight train, swim, box, ski, stretch, jog, golf, and ride bikes. Have students mime the words as you say them and act them out to review the box by the name of the activity.

Now, call students' attention to the lower section. Explain, "Today, let's set a goal of making lots of sentences with these special nouns. You and your partner are going to be in a race, like the people in the video. Can you write the most sentences in two

minutes?" Ask students to form pairs and get ready for the writing race. Ask a volunteer to read aloud from the model: "I like to weight train." Ask students to say whether the sentence contains an infinitive or a gerund. One possible response you can suggest is pointing to the sky for the infinitive (since space is infinite) and pointing to the ground for the gerund (since both 'gerund' and 'ground' start with the letter 'g.')

Repeat the process with the gerund phrase, "I like weight training."

Use a sand timer or stopwatch or a screen timer on the internet.

Set it for two minutes and count down to have students start.

Remind students, "Each sentence you write must have an infinitive or a gerund. I'm going to time you – let's see how many sentences you can write in two minutes. Ready, set, go!"

When the time is up, ask who made sentences with every activity.

Tell them "You get a medal!" If you like you can draw a medal on the board, or use the image provided with the vocabulary to print out pictures of medals. Ask several volunteers to read their sentences. As they read, have their classmates point up for infinitive or down for gerund. If a sentence does not contain either a gerund or an infinitive, tell students to not point anywhere.

Suggest that one student correct the sentence to make it contain a gerund or infinitive.

Answer any questions about the questions and answers they came up with as they checked on their sentences.

### **Self-Evaluate**

Remind students of the strategy for this lesson. "Think about the strategy: *Set a Goal*. Did you try harder to practice English 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, *Set a Goal*, when you are learning other things besides English. For example, when you are playing a sport, you can set a goal for improving your score or your form. In doing your job, you can set a goal for working well with your co-workers. There are all kinds of ways that setting a goal can help you. In our next class, I'd like to hear about a time when you set a goal 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 gerund and infinitive noun forms.

The [Pronunciation Practice](#) video teaches how Americans pronounce the reduced form of "to" with infinitives.

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 51

### A Good Habit

Anna: D.C. is a popular city for **marathons**! A marathon is a long race. Many marathons raise money for **charity**, you know - good works. A marathon is a good **fitness** goal too. I want to challenge myself in a marathon and maybe win a medal! Hey, there's Ashley. Ashley! Wait for me! It's Anna!

Anna: Ash ... ley. Ash ... ley.

Ashley: Are you okay, Anna?

Anna: I just ran ... from over there.

Ashley: Do you want to sit down, Anna? Do you want some water?  
*(Anna takes the bottle and tries to return it.)* No thanks.  
You keep it.

Anna: Thanks. I didn't know you like to run.

Ashley: I love running. In fact, this weekend, I will run in my first marathon.

Anna: Me ... too.

Ashley: Really? You are running in a marathon?

Anna: Yeah. In a couple of days. Why do you ask ... like that?

Ashley: What do you know about running in a marathon?

Anna: I know that there's a lot of running and sometimes you can win a medal.

Ashley: How long have you been **training**?

Anna: I started today. I've been training for an hour ... no, an hour and seven minutes!

Ashley: Anna, training a little every day is a good habit to get into. Not all at once!

Anna: Thanks for the advice, Ashley. But I'm running in a **special** race.

Ashley: What marathon is it?



Anna: I don't remember the name. But the website said everyone gets a medal.

Ashley: Okay, well, good luck, Anna!

Anna: Thanks, Ashley. Good luck to you, too.

Ashley: Thank you.

Anna: Bye!

Ashley: Bye, Anna!

Anna: See you!

*(At the race: an announcer calls out race information.)*

Anna: Hello. I am here to enter the **race**!

Woman: But ma'am you can't enter the race.

Anna: What? How am I going to meet my goal?

Woman: Ma'am, this race is for children. You can't run with the children.

Anna: Children? Children. That's perfect. I just might win!

Woman: No, ma'am. You really can't run with the children.

Anna: I'm sorry. Of course. I was only thinking of my goal.

Woman: Well, you can help us with our goal, which is to raise money for sick children. Would you like to help us?

Anna: I've just found my new goal. And I get to wear a medal. *(To child who finished race)* Good job!

## New Words

**challenge** - *v.* to test the ability, skill, or strength of (someone or something)

**charity** - *n.* an organization that helps people in need

**fitness** - *n.* the condition of being physically fit and healthy]

**goal** - *n.* something that you are trying to do or achieve

**habit** - *n.* something that a person does often in a regular and repeated way

**marathon** - *n.* a running race that is about 26 miles (42 kilometers) long

**medal** - *n.* a piece of metal often in the form of a coin with designs and words in honor of a special event, a person, or an achievement

**race** - *n.* a competition between people, animals or vehicles to see which one is fastest

**special** - *adj.* different from what is normal or usual

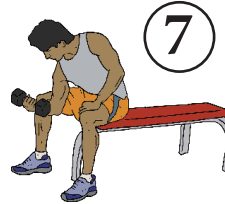
**train** - *v.* to try to make yourself stronger, faster, or better at doing something before competing in an event or competition





Match the verbs below with the picture each one describes. Write the number for each picture in the blank space next to the verb that matches it.

weight train	7	swim		box		ski	
stretch		jog		golf		ride bikes	



Now ask your friend to choose four of the verbs from above for you. In two minutes, write as many sentences as you can using either the gerund or infinitive forms of those verbs. Use each verb in no more than two sentences. Then choose four verbs for your friend to use in their sentences. The person with the most sentences wins.

Weight train, ski, swim, box.

"I like to..."



<u>I like to weight train.</u>	<u>weight train</u>	
<u>Weight training is hard.</u>		

Answers for above

weight train - 7; swim - 3; box - 8; ski - 5; stretch - 6; jog - 2; golf - 4; ride bikes 1

## **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.