



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 15: I Love People-Watching!

Objectives

- Students learn how to use tag questions
- Students learn to use the strategy, *Access Information Sources*
- Students learn how to attract someone's attention

Materials needed:

- Activity worksheet (included at the end of this lesson)
- Thesaurus, (A free online one is at <http://www.thesaurus.com/>) Dictionary and other English reference books or a computer with reference sites in English bookmarked
- List of descriptive words for people at end of this lesson or printouts from online sites such as [Pinterest](#).
- Images of famous actors or pop stars from your country or models from fashion media cut out from a magazine or printed from a website.

Students may be assigned the web-based homework of viewing the videos for Let's Learn English Lesson 15 before this lesson. See the end of this lesson for more details.

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.)

Tell students, "Today we will learn to describe people."

Ask students, "What do I look like?" Point to your hair and model the sentence:

"My hair is... (curly, straight, blond, dark, light)"

Ask students, "Where or when do you need to describe a person?" Possible answers may include, "Talking about a friend," "Looking for someone." "Writing to a pen pal."

Continue, "There are many times when we need to describe a person. Let's find out how to do that today. We will learn how to use the strategy *Access Information Sources* to learn new words to describe a person."

Present: "Access Information Sources"

If you have multimedia capability in your classroom, prepare to play the video for Lesson 15 of Let's Learn English. Tell students that the video will show Anna and her friends watching people and describing how people look.

Have students repeat when the video pauses. If you do not have multimedia in your classroom, ask four 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, "Do you like people-watching? Why?" Give students time to answer. Ask them to explain their answer. For example, "I think

people-watching is fun because I like to see different faces," or "I think people watching is fun because I try to guess where they are going."

Ask students, "What do you do when you don't know a word in English?" Possible answers may be, "I ask my classmate," "I ask the teacher," or "I look it up."

Explain to students, "It's good to learn how to find out more about English for yourself. *Access Information Sources* means to ask or look up information to help you use and learn English. When we are describing the people today we will use some resources to help us learn new words. Let's try it."

Ask students to form groups of four. Explain the student roles: "In your group, each person has a job. Count off now – give each person the number 1, 2, 3, or 4." Give students time to count off.

Show a chart like this on screen or on the board:

Student Number	Cooperative Student Jobs
1	Questioner – Ask the teacher or Researcher questions
2	Researcher – Look up new words
3	Fact Checker – Check the new words in a dictionary
4	Reporter – Tell the class about the new words

Explain the roles. Using cooperative student groups helps to increase communication in English and student involvement in the class. Ask students whose number is "1" to raise their hands. Tell them, "You are the questioners. When your group has a question about a word,

you may ask the teacher one question. You may ask your team members any number of questions. Students with #2, please raise your hands. You are the researchers. Look at the papers I gave you (or online resources you directed them to if a computer is available in the classroom) to find the answers to your questions. Students #3, you are the Fact Checkers. Write down the new words your group finds. Take a dictionary (bilingual or English – English dictionary) and look up the meaning of the word. Make sure you have the correct meaning. Students with # 4, you are the Reporters. Help your group and make notes about what you find. Be ready to teach the class the new words your group found."

Practice:

Hand out the Activity Sheet to all students. Give one or more of the resources printed from online sources and/or a Thesaurus to the Researcher in each student group. Give a dictionary (bilingual if that is what is available, but preferably an English – English dictionary) to the Fact Checker. Make sure each student has paper and a writing utensil to take notes.

Instruct students, "Look at the Activity Sheet. Match the words with the images of the people. When you finish, check your matches by looking at the bottom of the sheet. The, say, "Let's pretend we are people-watching today with some famous people!" Hand out the images you have printed or cut out from magazines. Tell students, "To describe these people, I want you to go beyond the simple words on the Activity Sheet. *Access Information Sources* to find five new words (not on the Activity Sheet) that you can use to describe the person in the picture.

Model how to describe someone using this photo of Madonna:



"Madonna is a petite blonde with wavy hair, painted eyes, and polished nails."

Give students time to do the research. When all groups seem to have found five words to describe the person in their picture, call on the Reporters in each group to present their new words to the class. Have each Reporter show the image of the person to the class and describe the person with the new words they found. Write their descriptions on a shared screen or the board. Comment on the words and whether the students have used them appropriately.

Self-Evaluate

Ask students what they think about the strategy, *Access Information Sources*. Did they learn some new words? Did feel they can describe people in English better than they could before? Will they try to access information sources at other times when learning English?

Have students write in their learning journals or on an 'exit pass' what they learned about the strategy in class today.

Expand

Say to the students, "You can use the strategy *Access Information Sources* to help you learn in other areas – for example, when you study science, you can read news stories about new discoveries or about the lives of scientists. You can use this strategy when preparing to speak or write in English. Give it a try the next time you need to find out some information, 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 sounds that show happiness. Have students try the Quiz to see if they can understand the main points.

The [Pronunciation Practice](#) video teaches how to ask "tag questions." These are short questions at the end of a sentence.

See the [Activity Sheet](#) for this lesson at the end of this lesson plan or download it from the website. Have students do the writing activity at home to complete the activity sheet.

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 15: I Love People-Watching!

Anna: Hello! People from all over the world come to Washington, D.C. When I'm at work, I love eating lunch outside. I like to watch people walking by. They all look very different. Today, my friend Ashley is eating lunch with me.

Anna: Ashley, today the weather is beautiful, isn't it?

Ashley: Yes, it is. Ahh. Ooh, we have to return to work!

Anna: No, we have time! Let's people-watch a little more.

Ashley: Okay.

Anna: Oh, I know her. She works in my office! Keyana, hi! Come and join us!

Keyana: Hi Anna, how are you?

Anna: I'm doing great! Keyana, this is my friend Ashley.

Keyana: Hi, Ashley!

Anna: We need to return. But the weather is beautiful and people-watching is fun!

Keyana: I love people-watching too!

Anna: Well, have a seat! It is fun to see how people are different or the same.

Keyana: It is. For example, Anna, you are tall. But Ashley and I are short.

Anna: And Keyana, you and Ashley have brown eyes; I have blue eyes.

Keyana: You two have light skin and I have dark skin.

Anna: Ashley, you have straight hair. Keyana and I have curly hair.

Ashley: You have very curly hair, Anna.

Keyana: I need to return to work. See you, Anna! Nice to meet you Ashley!

Ashley: Bye, Keyana!

Ashley: Anna, I have to go, too. Are you returning to work?

Anna: I still have time. And this sun feels so good!

Ashley: Um, Anna, what does your boss look like?

Anna: She is short. She has straight, light hair.

Ashley: Does she wear glasses?

Anna: Yes. Yes, she does.

Ashley: Is she wearing a blue sweater today?

Anna: How do you know that?

Ashley: She's coming this way.

Anna: Oh no! Hide me!

Ashley: Um, bye Anna. Call me later.

Anna: Bye, Ashley! Talk to you later!

Caty: Anna? Is that you?

Anna: Ms. Weaver! Hi!

Caty: What are you doing behind that bench?

Anna: I am looking for my, my ... stick. Here it is.

Anna: I am people-watching. Oh! But it's time to return to work!

Caty: No need to hurry. I love people-watching too! Let's sit!

Anna: Sure! Ahh.

New Words

bench - *n.* a long and usually hard seat for two or more people

blue - *adj.* having the color of the clear sky

brown - *adj.* having a color like coffee or chocolate

curly - *adj.* formed into a round shape

dark - *adj.* of a person's hair, eyes, skin, etc.: black or brown in color

eyes - *n.* the part of the body that you see with

forget - *n.* to be unable to think of or remember (something)

glasses - *n.* a pair of glass or plastic lenses set into a frame and worn over the eyes to help a person see

hair - *n.* a thin threadlike growth from the skin of a person or animal

hide - *v.* to put (something) in a place where it cannot be seen or found

join - *v.* to come together with (something or someone)

light - *adj.* not dark or deep in color; pale

like - *prep.* similar to

look like - to have an appearance that is very similar to (someone or something)

people-watch - *v.* to spend time idly observing people in a public place.

seat - *n.* something (such as a chair) that you sit on : a place for sitting

have a seat - a polite invitation to sit down.

short - *adj.* having little height; not tall

skin - *n.* the natural outer layer of tissue that covers the body of a person or animal

stick - *n.* a cut or broken branch or twig

straight - *adj.* not having curves, bends, or angles

tall - *adj.* greater in height than the average person

Resources for More Words That Describe People

1. Descriptive words for people:

Hair:

brunette

blonde

wavy

Eyes:

brown-eyed

blue-eyed

Skin:

albino (a person with no skin or eye color)

rosy (light reddish skin)

Body type:

muscular

masculine

feminine

Size:

heavy

thin

fat (avoid using this)

thick

large

small

short

tall

petite

tiny

Body Markings:

pierced
tattooed
scarred
painted
polished

Ethnic Group Identification:

Asian
Black
African American
White
Caucasian
Indian
Spanish
Irish
German
Italian
Greek

Read more at <http://grammar.yourdictionary.com/word-lists/list-of-descriptive-words-for-appearance.html#TDhkkGBigSimwGRp.99>

2. Online resources:

- a. Thesaurus.com <http://www.thesaurus.com/>
- b. Collins Online Thesaurus:
<http://www.collinsdictionary.com/english-thesaurus>
- c. Merriam-Webster Learner's Dictionary:
<http://www.learnersdictionary.com/>
- d. Longman Dictionary of Contemporary English:
<http://www.ldoceonline.com/>

Appearance

1 Age



young middle-aged old

2 Height



short medium-height tall

3 Build



well-built plump fat slim

4 Complexion



pale-skinned yellow-skinned olive-skinned dark-skinned

5 Face



oval round square triangle long

6 Hair



short black hair long black hair grey hair wavy brown hair curly hair ponytail red pigtails fair hair (plaits) short spiky hair bold hair

7 Eyes



blue (brown, black, green) eyes



hazel eyes



oval eyes



big round eyes



small eyes

8 Nose



small nose



turned-up nose



straight nose



hooked nose



long nose

9 Mouth and lips



full lips



thin lips



curved lips



large mouth



small mouth

10 Other features



beautiful (pretty)



handsome



ugly



beard



moustache



wrinkles



freckles



large ears



small ears



Match the pictures with the correct features. Draw lines from the pictures to the matching features.

	young		short
	short hair		dark skin
	curly hair		old
	light skin		long hair
	tall		glasses

Now pretend you are writing about your best friend in an email. Describe how your friend looks using the features above.

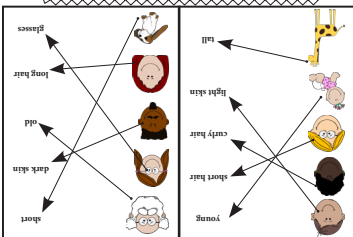
To: learningenglish@voanews.com

Subject: What does your best friend look like?

Dear VOA,
 My best friend's name is _____, _____ has _____

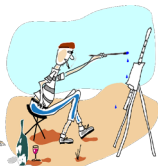
Send

Answers for above.



Now turn your paper over. Listen to your partner read what they wrote. Draw a picture of their best friend on the back of this paper.

What does your best friend look like?



She has dark skin and she is...

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.