



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 41: Teamwork Works Best With a Team

Objectives

- Students learn to use future real conditionals (If clauses)
- Students practice pronouncing contrastive stress
- Students practice asking for & giving feedback about job performance; identifying ways to improve performance at work or school
- Students practice the strategy: Use Selective Attention

Materials needed

Download the [Activity Sheet for Lesson 41](#) 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 41](#) before this lesson.

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

Ask students, "Have you ever listened to someone with only one ear? "We sometimes say a person is "listening with only one ear" when they are not listening carefully. Maybe you are thinking of something, like your lunch, and listening without paying close attention. But then you hear something important to you, and you listen more carefully. For example, when your teacher is talking and suddenly you hear the word 'test,' do you stop thinking about lunch and listen more carefully?" Give students time to respond and make sure they understand the concept.

Continue, "In English this is called *using selective attention*." Give examples of other times when you or the students use selective attention. For example, we might use it when looking for a date on an answer to a history question, or when trying to find a phone number on a website.

Explain, "In today's class, we will see how Anna *uses selective attention* when she listens to her boss, Ms. Weaver."

Teach the new words for this lesson, using the list of words found at the end of the lesson. Explain that, in this lesson, students will learn to use future real conditionals: that is, sentences using the word "if" and "will."

Present: Future Real Conditional and Selective Attention

If you have multimedia capability in your classroom, play the [video for Lesson 41](#) of Let's Learn English. 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 conversations between Anna and Ms. Weaver, Anna and her teammates, and Anna and M.I.N.D.Y., the computer.

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

Point out the use of the future real conditional in the conversation. Ask students, "Did you notice when Ms. Weaver used the word 'if?'" Let students come up with the statements using their scripts or memories. Write the sentences on the board:

- If you look at it, you will see something bad.
- If you look at this chart, you will see something good.

Underline the words 'if' and 'you will' and explain, "These sentences use a structure we call the Future Real Conditional. That means we are talking about what might happen in the future as a result of a present action. Let's look at the posters that Ms. Weaver showed Anna." (See images below)

Ask students to spot the future real conditional sentence in the posters.

**Working Hard
Looks Hard**

**Because it
Really Is Hard**

TEAMWORK WORKS BEST



WITH A TEAM

**IF AT FIRST
YOU SUCCEEDED**



**YOU WILL BE
A SUCCESS**

Ask students to come up with some examples from their own lives.

Possible answers may be:

- If I study hard, I will learn English well.
- If you go to school, you will learn many things.
- If we listen carefully, we will understand what others say.

Continue, "Good examples. We will practice this structure in today's lesson."

Say, "In this lesson, we see that Anna is getting her yearly review at work. Do you ever get a yearly review? If you are in school, you may have tests at the end of the year to go to the next grade. People who work in business often have a review at some time during the year to check how well they are doing their job."

Remind students of the strategy: *use selective attention*. "Did you notice how Anna *used selective attention* in this lesson? Tell me what Anna paid attention to (or noticed) when Ms. Weaver was talking to her." Students will most likely respond by pointing out her comments about the cats in the posters that Ms. Weaver showed her.

Ask, "What happened at the end of the video/conversation? Do you think Anna understood what Ms. Weaver wanted her to do?" Give students time to respond. Write their responses on the board.

Possible answers may include:

- She thinks Ms. Weaver wants to see more cats on the Time Traveling Treehouse.
- She thinks Ms. Weaver wants her to work better with her team to increase their audience.

Discuss with the students how they interpret the events in the story. Revisit the posters. What do you think is Ms. Weaver's message? This video does not make it clear what Ms. Weaver wanted Anna to do. Ask students to make sentences with their opinions, such as:

- If Anna has more cats, her show will be more popular.
- If Anna works hard, her audience numbers will go up.

You may want to conduct a vote among the students as to whether Anna *used selective attention* well.

Continue, "We will practice this strategy today in our lesson."

Practice

Give students copies of the Activity Sheet. Explain, "We will practice making if+will sentences (or future real conditionals) today, and you will also have a chance to share your advice on learning English."

Demonstrate the top activity on the sheet by having a student read aloud the phrase on the left:

If you are late to work often ...

And ask another student to read aloud the phrase on the right side, completing it with the verb 'lose:'

... you will lose your job.

Ask two or three students to come to the front of the classroom to model the activity at the bottom of the sheet. Instruct students to demonstrate the sample conversation as shown below.

A: If you watch English movies, your listening will improve.

(explain if necessary that this means: you will improve your

listening skills.")

B: Yes! And if you read English books, your vocabulary will grow!

C: Thanks! That's great advice!

Have students form groups of three or four and do the fill-in section of the activity sheet. Then, have the same or different groups of students do the English learning advice section of the activity sheet.

As students practice, remind them to *use selective attention* to notice how the sentences with if + will are made, and to pick up some advice for learning English that they want to try.

When students have finished, ask several volunteers to tell you a piece of advice they liked. Then, talk about any questions that come up.

Self-Evaluate

Ask students to think about the strategy: *Use Selective Attention*. Did it help them to learn how to make sentence with if + will? Did it help them learn a new method of learning English? 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 *use selective attention* when you are reading for history or social studies. For example, when you are reading about a period in history, *use selective attention* to notice things you might see on a test, like the causes of a war, or the dates of important events, or the names of leaders. Take notes on these

facts to review near the time of the test. You can also *use selective attention* when learning a new song or a dance - notice if there is a pattern in the song or the dance, and does it repeat? Try it the next time you are learning something new, and let me know if it works for you!"

Assignments for more practice

As a class or individual project, ask students to make posters giving advice, like the ones Ms. Weaver showed to Anna. Have them bring the posters to class and anonymously vote on them according to topic: funniest, most serious, silliest, most useful, and so on.

Have students listen to the [Speaking Practice](#) video and say the new words for this lesson. After the vocabulary section, the video teaches about asking for and giving feedback.

The [Pronunciation Practice](#) video teaches about public speaking and speaking from one's diaphragm to project one's voice clearly.

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 41: Teamwork Works Best With a Team

Anna: Hi. I am walking to work. Today my boss will tell me what she thinks of my work. Is it good? Or is it bad? Okay, time for work. I am going right now. Okay, okay, I'm going!

Ms. Weaver: Anna, hello.

Anna: Hello.

Ms. Weaver: Sit down. As you know, at the start of a new year we have a work **review**.

Anna: Yes. It's time for mine.

Ms. Weaver: Yes. Anna, this **chart** shows the **audience** of The Time Traveling Treehouse. If you look at it, you will see something bad. Your audience is going down, down, DOWN!

Anna: Ms. Weaver, I think the chart is **upside down**.

Anna: Here, let's **flip** that around. Now, it's **right-side up**.

Ms. Weaver: Oh. If you look at this chart, you will see something good. Your audience is big.

Anna: Good!

Ms. Weaver: But not big enough.

Anna: Not good.

Ms. Weaver: I want to see these numbers go up, and up, and UP!

Anna: How?

Ms. Weaver: I have something -- idea **posters**!

Anna: (*whispers*) Idea posters.

Ms. Weaver: You really ought to think seriously about them. I like this one. Please read it.

Anna: "If at first you SUCCEED; you will be a **success**." Well, it's a **cute cat**.

Ms. Weaver: Here's another one. I like it.

Anna: "WORKING HARD *looks* hard because it really *is* hard." I see.
It's another cute cat.

Ms. Weaver: This is my favorite.

Anna: "TEAMWORK works best with a team." A team of cats. Look at all those cats!

Ms. Weaver: So, Anna, do you understand what I want?

Anna: Yes, Ms. Weaver. I understand.

Anna: Okay, team. There is a problem in the Treehouse.

Amelia: Problem? What's the problem?

Anna: Our audience is big.

Bryan: But that's a good thing.

Anna: No, it is not big enough.

Anna: Please don't worry. I know what Ms. Weaver wants. Here's the plan.

Bryan: Is that what she wants?

Amelia: Are you sure?

Anna: Yes. Let's get to work!

Anna: Good job, team. This is **exactly** what Ms. Weaver wants!

Anna: Welcome to The Time Traveling Treehouse! Today you will learn about a very popular **pet** ... cats!

M.I.N.D.Y.: Anna. Did I give you enough cats?

Anna: I don't know, M.I.N.D.Y. ... I think we need more cats!

New Words

audience - *n.* the people who watch, read, or listen to something

cat - *n.* a small animal that is related to lions and tigers and that is often kept by people as a pet

chart- *n.* information in the form of a table or a diagram

cute - *adj.* having a pleasing and usually youthful appearance

exactly - *adv.* used to stress that something is accurate, complete, or correct

flip - *v.* to cause (something) to turn or turn over quickly

meow - *v.* to make a crying sound as cats do

pet - *n.* an animal (such as a dog, cat, bird, or fish) that people keep mainly for pleasure

poster - *n.* a usually large picture that is put on walls as a decoration

review - *n.* an act of carefully looking at or examining the quality or condition of something or someone

right-side up - *noun phrase.* with the top or correct side facing up

succeed - *v.* to do what you are trying to do or to achieve the correct or desired result

success - *n* a person or thing that succeeds











teamwork - *n.* the work done by people who work together as a team to do something

upside down- *adv.* in such a way that the upper and the lower parts are reversed in position



Write the missing verbs into the empty spaces in the parts of the sentences below. Then match the parts to make sentences giving advice about the future.

are do save improve practice be lose study eat get

| | |
|--|--|
| If you <u>are</u> late to work often  |  you will ____ happy later. |
| If you ____ hard  |  you will ____ your job. |
| If you never ____ healthy food  |  you will ____ well in school. |
| If you ____ your money  |  you will ____ sick. |
| If you ____ the piano  |  you will ____. |

Now work with a team to create a list of different pieces of advice for how to improve your English ability.

If you **watch** English movies, your listening will **improve**.

Yes! And if you **read** English books, your vocabulary will...



Advice

- 1) *If you watch English movies, your listening will improve.*
- 2)
- 3)
- 4)

Answers for above.

If you practice the piano, you will improve.
 If you save your money, you will be happy later.
 If you never eat healthy food, you will get sick.
 If you study hard, you will do well in school.
 If you are late to work often, you will lose your job.

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.