



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 7: What are you doing?

Objectives

- Students learn how to use the present continuous tense
- Students learn how to talk about everyday activities
- Students learn to listen and respond to questions about everyday activities
- Students learn to use the strategy, *Ask to Clarify*, as they listen for information about everyday activities

Materials needed:

- Activity worksheet (included at the end of this lesson)

Students may be assigned the web-based homework of viewing the videos for Let's Learn English Lesson 7 before this lesson. See the end of this lesson for more details.

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.)

Explain to students that when we learn new information, we are not always able to understand it or remember it. Sometimes, we are only able to understand or remember part of what we learned. When this happens, we may have to ask for clarifying information.

Ask students to think for a few minutes about times they had to ask for clarifying information.

Ask them if they have ever wondered what another person was doing. Did they have to ask for more information? Ask students to give you examples of when they asked for clarifying information.

Let several students respond.

Point out that when learning English, students can plan to learn by asking clarifying questions about something they do not understand, or something they do not remember.

Tell students that in this lesson, they are going to learn how to ask about everyday activities. By the end of the lesson, students will be able to ask for clarifying information about activities.

Remind students that in English, verbs have different tenses. Tell them that today they will learn about the present continuous tense, which is used to express the idea that something is happening now.

Present: "Ask to Clarify"

Tell students that in today's lesson, they will learn to apply the strategy, *Ask to Clarify* to learn how to talk about everyday activities.

If you have multimedia capability in your classroom, prepare to play the video for Lesson 7 of Let's Learn English. Tell students that the video will show an actor asking for clarifying information about everyday activities.

Have students repeat when the video pauses. If you do not have multimedia in your classroom, have two students read the script for the video at the end of this lesson.

Tell students that they are going to practice talking about everyday activities, just like in the video.

Introduce the students to the present continuous verb tense. Tell students that the basic formula for the present continuous is as follows:

Subject + am/is/are + present participle

Write down a verb for students – the verb 'walk', for example.

Explain to students that the present participle is *walking*. Emphasize that you are speaking about the present by saying 'Right now, I am walking' while walking around the classroom. Say that if students wanted to use the verb in the present continuous tense, they would say:

I am *walking*

Write 'I am walking' on the board.

Tell students that if they want to conjugate the verb using the remaining subject pronouns, it would look like this:

You are *walking*

He/she is *walking*

We are *walking*

They are *walking*

Write down all the conjugations on the board.

Remember to emphasize to students that the present participle has the '-ing' ending.

Remind students about question words they have already studied. Emphasize that "What" is an important question word when discussing everyday activities.

Then, write the sentence "What ____ _____ doing?" on the board.

Remind students that the subject and verb can switch positions in a question.

Encourage students to help you fill in the correct answer, which is

"What are you doing?"

Tell students that if they need more information, they can ask a clarification question. For example, if they see a person walking, but they are not sure what they are doing, they can say "Are you walking?"

Note that in this type of clarification question, it is not necessary to begin the question with "what".

Begin walking around the room. Encourage students to ask you questions such as "What are you doing?" or "Are you walking?"

Respond with "Yes, I am walking."

Ask one student to volunteer. Tell the student to walk around the classroom. Encourage other students to ask the student what they are doing. The interaction should look like this:

Class: What are you doing? (OR) Are you walking?

Student: Yes, I am walking.

Then ask all of the students in the class to find a partner to work with. Tell the students that they are going to do an activity that builds on what they just practiced. Hand out the worksheet (you can find a copy at the end of this lesson) to all of the students.

Practice:

Tell the class: "After you complete the worksheet, take turns. Pick a verb, then use your body to act out the verb. Your partner will guess the verb by asking, Are you ___-ing?"

Write down one example on the board. It should look like this:

w_lk_ng

Ask one student to come to the front of the room. Whisper to the student the word "Walking" and ask him or her to act out the verb.

Then ask the class to ask the volunteer questions. They should ask, "What are you doing?" and "Are you walking?" Then ask the volunteer to write the missing letters on the board.

The answer should look like this:

walking

After the volunteer has modeled the exercise, ask the entire class to complete the activity worksheet in the same fashion.

Give students enough time to learn new words and practice asking and answering questions.

Once students have completed the worksheet, have several pairs of students ask and answer questions about everyday activities. Then ask them to ask clarification questions about activities.

Self-Evaluate

Ask students what they think about the strategy, *Ask to Clarify*. Did they feel more confident about asking for information about actions that they did not understand? Did they feel more comfortable asking questions? Did asking for clarification help students to learn? 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 in their native language if feasible, "You can use the strategy *Ask to Clarify* to help you learn in other areas. When you learn something new, think about what you have a hard time understanding, and ask a question to clarify what you want to know. You can use this strategy on your math homework or when you are learning a new language. Asking questions for clarification can help you put it all together to be a better language learner. Give it a try the next time you need to learn 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 to ask questions about everyday activities in the present continuous tense. It then teaches how to ask clarification questions.

The [Pronunciation Practice](#) video teaches the reduced form of the present continuous tense, or *writin'* instead of *writing*. The video then teaches how the words "What are.." are shortened as "What're."

See the Activity Sheet for Lesson 7 at the end of this lesson plan. Have students work with a partner to write sentences using the words after they have completed the lesson above.

Note: All lessons in the Let's Learn English series are collected on this page: <http://m.learningenglish.voanews.com/p/5644.html>



Let's Learn English Lesson 7: What Are You Doing?

Caty: Come in.

Caty: Well, Anna, welcome.

Anna: Thank you.

Caty: I am your boss, Caty Weaver. But, please call me Caty.

Anna: Thank you, Ms. Weaver.

Caty: Just Caty.

Anna: Sure thing, Ms. Weaver.

Caty: Okay then. Are you excited?

Anna: Yes, I am excited!

Caty: So sorry, but I am busy. Please meet your co-workers. But remember, they are busy working.

Anna: Sure. Thanks, Ms. Weaver.

Anna: Hi there! I'm Anna.

Anne: Hi, Anna. I'm Anne.

Anna: Nice to meet you. What are you doing?

Anne: Um, I'm writing.

Anna: You are writing! You are writing a lot!

Anna: Oh! Oh dear.

Anne: No! No! That's okay.

Anna: I am sorry!

Anne: That's okay. Really.

Anna: I am sorry!

Anne: Please. Please. Please stop. Please.

Anna: Sorry. Sorry.

Jonathan: "and people all around the world are waiting to hear news about the next president..."

Anna: Jonathan, hi! Remember me? I live in your building.



Jonathan: Oh. Uh. Hi, Anna.

Anna: What are you doing?

Jonathan: I am doing my show!

Anna: Oh, sorry. Are you recording?

Jonathan: Yes! And, now I have to record again!

Anna: Sorry. Have a good show.

Jonathan: Thank you.

Anna: Sorry.

Amelia: The word of the day is social. Social -

Anna: Oh! Hi!

Amelia: - is an adjective.

Anna: Hi! I'm Anna!

Amelia: Hi. I'm Amelia.

Anna: Nice to meet you!

Anna: What are you doing?

Amelia: I'm reading.

Anna: Are you reading the news? Hi!

Amelia: No, I'm reading for my show. (to camera person) Can I read again?

Anna: Sorry.

Anna: This day is not going well.

Caty: Anna! Hi! What're you doing?

Anna: I am bothering people, Ms. Weaver.

Caty: Let's go to my office and talk.

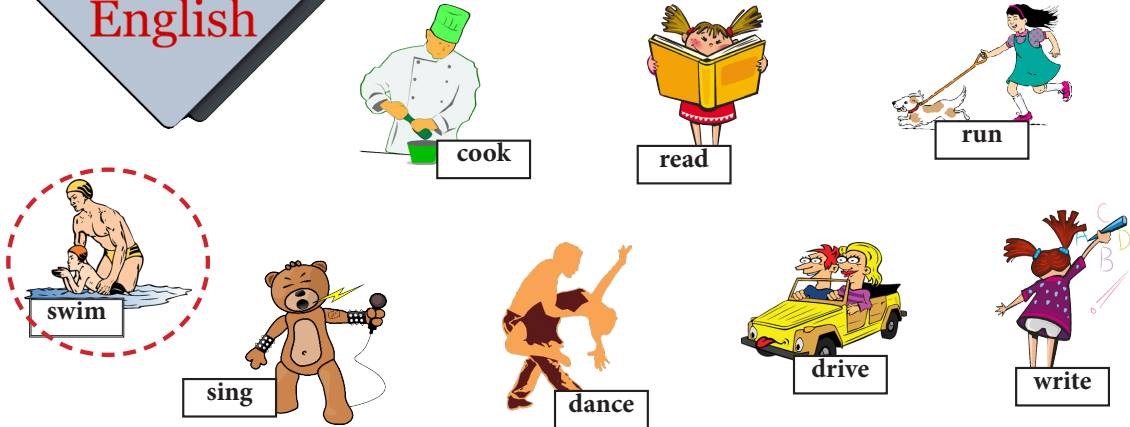
Anna: I like to talk with you, Ms. Weaver.









Caty: It's Caty.

Anna: Right. Thanks.... Ms. Weaver.

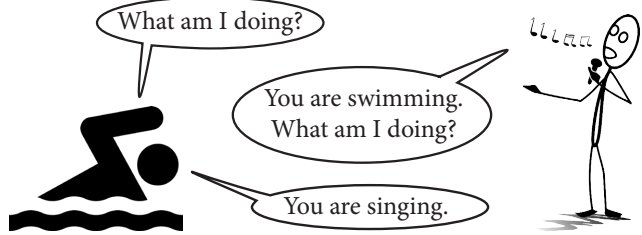


Write the present continuous form of the verbs in the spaces below.



1  <u>s w i m m i n g</u>	5 <u>c _ o _ _ n _</u> 
2  <u>w r _ t _ _ g</u>	6 <u>_ _ n c _ n g</u> 
3  <u>_ _ a d i _ g</u>	7 <u>d r _ _ i _ g</u> 
4  <u>_ u _ _ i n g</u>	8 <u>_ _ n g i _ _</u> 

Now hide your paper from your partner. Choose one of the verbs. Use your body to pretend you are doing the action of the verb. Ask your partner to guess what you are doing. When your partner guesses the correct action, let them try pretending. Then you guess what they are doing!



Answers for above:

1. swimming; 2. writing; 3. reading; 4. running; 5. cooking; 6. dancing; 7. driving; 8. singing

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.