



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 8: Are You Busy?

Objectives

- Students learn how to give short answers
- Students learn how to talk about the times of day
- Students learn to ask and respond to questions about times they are busy
- Students learn to use the strategy *Use What You Know* to draw on their knowledge of the world as they learn new expressions in English

Materials needed:

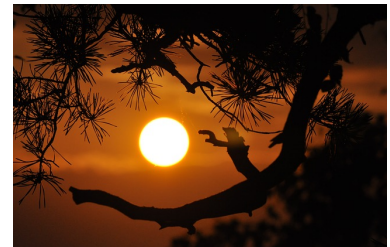
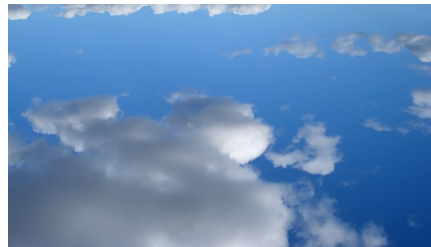
- Activity worksheet (included at the end of this lesson)

Students may be assigned the web-based homework of viewing the videos for Let's Learn English Lesson 8 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 are studying a new language, we can use much of the knowledge we have in our native language. For example, ask students to divide up the day. Have them tell you in their own language what they call the time when they wake up. Then the time when they eat lunch, and the time they go to bed. Draw on the board or screen three images representing morning, afternoon, and evening.



Ask students to name the times. Write the English name under each image: morning, afternoon, and evening.

Ask students if they know how to say the time before lunchtime (a.m.). Ask about the time after lunchtime, or p.m. Ask, "What time does our class begin? What time does our class end?"

Let several students respond.

Point out that when learning English, students can use what they know to talk about the world around them.

Tell students that in this lesson, they are going to learn how to talk about the things they usually do at certain times of the day. By the end of the lesson, students will be able to ask and answer questions about regular activities.

Present: "Use What You Know"

Tell students that in today's lesson, they will learn to apply the strategy, *Use What You Know* to learn how to talk about things they do every day. Give an example, "When I learn about time in English, I bring my understanding of time from my own language. We also talk about morning, afternoon, and evening. We know that a.m. is in the morning and p.m. is in the afternoon and evening. We know numbers, too. We apply that understanding to make learning the words in English easier. So you know that 10:00 a.m. is earlier than 5:00 p.m. This may seem simple now, but as you go along in studying English, you will find this strategy can help with more difficult ideas you want to talk about in English."

If you have multimedia capability in your classroom, prepare to play the video for Lesson 8 of Let's Learn English. Tell students that the video will show three people saying what they do at the same time every day.

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

Review the language of the conversation by asking a student, "Are you busy?"

Prompt the student to answer with a short answer:

"Yes, I am." or "No, I'm not."

Continue by asking, "What are you doing?"

Suggest the student answer, "I am studying."

Have another student mime "sleeping" by putting their head down.

Have the first student ask the second student, "Are you busy?"

The second student can answer, "Yes, I am. I'm sleeping." Continue to demonstrate the verbs "exercise" and "work" to make sure all students understand these verbs.

Practice:

Then ask each student to find a partner to work with. Tell students that they are going to practice talking about the times they are busy, just like in the video.

Hand out the worksheet (you can find a copy at the end of this lesson) to all of the students.

Remind students, "Remember to *Use What You Know* about your day, and the times you are busy, to practice English." To do that, stop and think. "What am I doing in the morning tomorrow? What am I doing

in the afternoon? What am I doing in the evening? With a clear picture in your head, say the English sentence to yourself, 'I am studying,' or 'I am working.' Then turn to your partner and answer the question. You can use a short answer first, 'Yes, I am busy.' or 'No, I am not busy.'

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 demonstrate how they ask and answer questions about times and activities.

Self-Evaluate

Ask students what they think about the strategy, *Use What You Know*. Did they think of what they know about their schedule before they answered? Did they feel more comfortable answering the questions? 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 *Use What You Know* to help you learn in other areas. When you learn something new, think about what you already know. You know much about the world. English is in the same world as your native language, so that knowledge will help you. You can use this strategy on your math homework or when you are learning a new

language. Using What You Know can help you be a better language learner. Give it a try the next time you practice English, 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 provides practice with saying the times of day.

The [Pronunciation Practice](#) video teaches the hesitation noise, "Um." The video also teaches how to offer and accept an apology.

The Listening Quiz is another possible assignment for outside of class. Click the link from the website version of this lesson.

See the Activity Sheet for Lesson 8 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 8: Are You Busy?

Anna: Here I am at my new job! Yesterday at my first day of work ... Well, let's not talk about yesterday. Today is a new day! Maybe they are busy. But I want to apologize for bothering them yesterday.

Anna: Hi, Anne. Are you busy?

Anne: Hi, Anna. Yes. At 10 a.m. I am writing. Every day I do my morning show. Sorry!

Anna: Okay. See you later, maybe.

Anne: Maybe I'll see you later.

Anna: Hi, Jonathan. Are you busy?

Jonathan: Yes, I'm busy. When the studio light is on, I am recording my evening show.

Anna: Right. Sorry about yesterday.

Jonathan: No worries.

Anna: May I see the studio?

Jonathan: Um, maybe another time? Right now I am busy.

Anna: Sure. Ok, 'bye.

Jonathan: 'Bye.

Anna: Hi, Amelia! Are you busy.

Amelia: I'm a little busy.

Anna: I want to say I'm sorry for yesterday.

Amelia: It's okay, Anna.

Anna: Well, I am sorry.

Amelia: It's okay, Anna. Come by this afternoon.

Anna: Okay.

Caty: Anna.

Anna: Yes, Ms. Weaver.

Caty: Are you busy?



Script

Anna: Yes, Ms. Weaver. I am busy.

Caty: My office. 5 pm.

Anna: 5 pm.

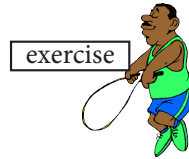
Caty: Come in.

Co-Workers: Surprise!

Anna: A party! Awesome! And I still have my job! Phew! Until next time!

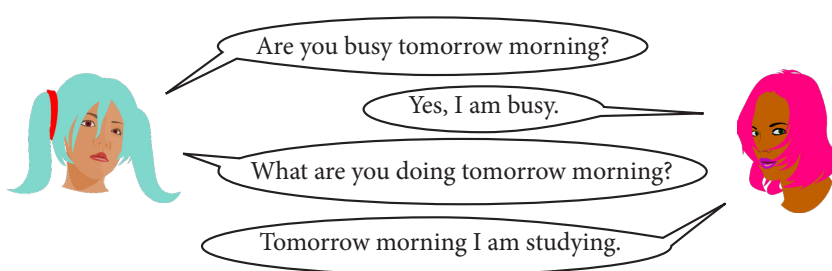


Choose two of the listed verbs. Write the present continuous form of the verbs in two of the boxes next to your name.



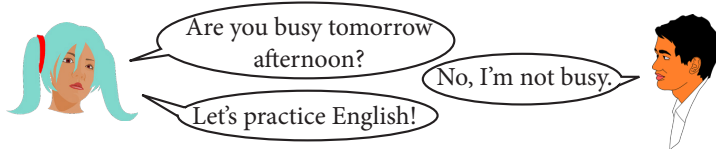
Your Name	Tomorrow Morning	Tomorrow Afternoon	Tomorrow Evening

Ask your partner about when they are busy. Listen to their answers. Ask your partner what they are doing when they are busy. Write your partner's answers in the spaces below. Find three more people and repeat this activity.



Partner's Name	Tomorrow Morning	Tomorrow Afternoon	Tomorrow Evening
Example	studying		exercising

Try and find one person who is free at the same time as you!



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.