



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 10: Come Over to My Place

Objectives

- Students learn how to give and follow directions
- Students learn to talk about places in a neighborhood
- Students learn to use the strategy, *Use Images*, as they give and receive directions
- Students learn the imperative verb forms *walk* and *turn*
- Students practice using *then* to show a sequence of actions

Materials needed:

- Map of your local area or a map of your school grounds
- Map of Anna's neighborhood from lesson video (included at the end of this lesson)
- 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 10 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.)

Ask students, "Who is good at reading a map?" Show a simple map of your area. Ask a student who said they are good at reading maps to look at your map.

Ask the student and the class: "How do you find a place on the map?" Give students a chance to think and suggest answers.

Possible answers may be: look for a landmark, a known place such as a lake or a large road, and follow directions from there; look for a 'you are here' arrow or star to orient yourself; look for the names of roads, neighborhoods, or large buildings.

Explain to students that when we give directions (be sure students understand the phrase 'give directions') or help someone else find a place, it works the same as when we read a map. We need to tell the person where to start. If the person is familiar with the place, they may see an image in their mind of that place. This is one way to *use images*.

Ask students to think for a few minutes about other ways they have used images in learning English. Let several students respond. Using flash cards and pictures on the classroom wall to help remember words are among the possible responses.

Tell students that in this lesson, they are going to learn how to give simple directions.

Present: "Use Images"

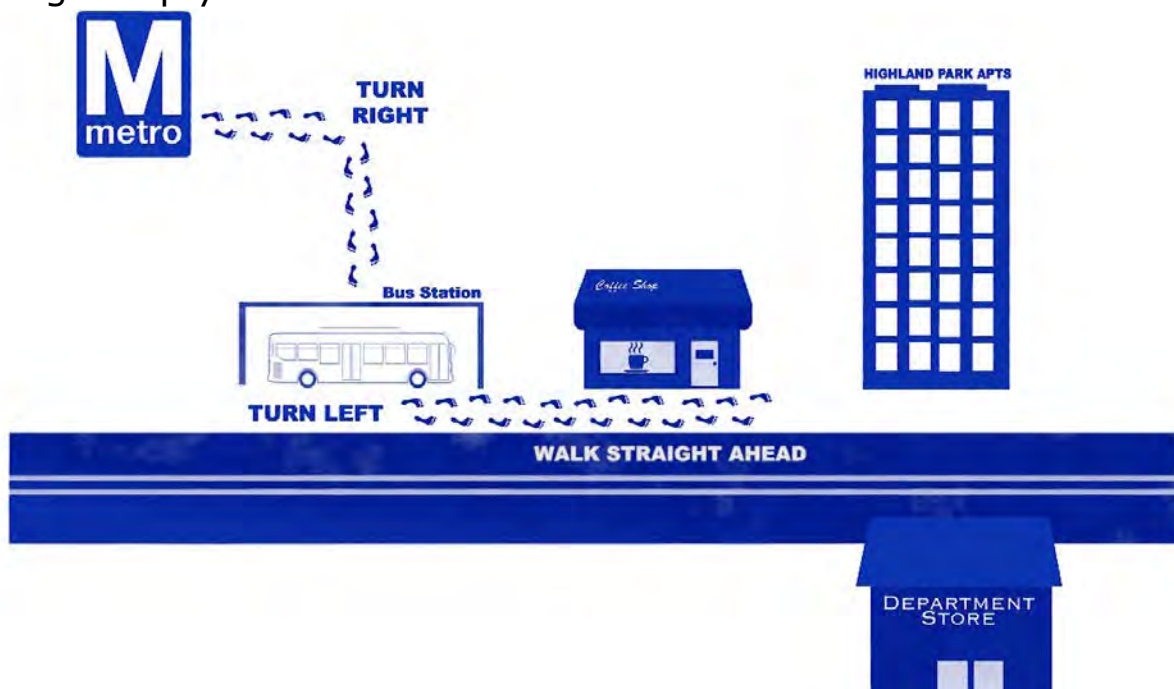
Tell students that in today's lesson, they will learn to apply the strategy, *Use Images* to help them understand directions.

If you have multimedia capability in your classroom, prepare to play the video for Lesson 10 of Let's Learn English. Tell students that the video will show Anna giving directions to Ashley.

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 (If you have rectangular blocks or erasers, give each student one to represent a telephone).

Hand out copies of the map at the end of this lesson. Introduce the phrases from the activity sheet: walk straight; turn right; turn left.

Have students repeat the words. Use the graphic from the video to help explain the meaning of the phrases. See a larger image you can print at the end of this lesson. Ask students, "Does seeing this image help you understand the conversation?"



Another kind of image students can use is the image of a person following the directions. Have one student stand up in the front of the class. Ask the student to "walk straight ahead. Then turn right. Now turn left."

Practice 1:

Ask students to find a partner and complete the words on the activity sheet. Instruct the students to write the number of each place in a blank space on the map labelled 'Your map.' Instruct the class, "Please do not let your partner see your paper until the end of this activity."

Have one pair come to the front, and place chairs with the backs together for the students to sit on. Ask the students to demonstrate using the sample conversation, and avoid looking at each other's paper. Their goal is to fill in the numbers of the places on the map labeled 'Partner's map.' Explain, "Take turns asking questions. That means you ask a question, then listen to your partner's answer. Next, listen to your partner's question, and give them an answer"

When each student has asked questions to find out the location of places on their partner's map, ask students to face the front of the class.

Practice 2:

Tell students that they are going to have a 'treasure hunt.' Explain that *treasure* is a valuable thing. Give one student in each pair a small toy or a unique object. The object can be a stone or a bead; a toy coin or bill. You can use playing cards or print up 'treasure'

cards as shown at the end of this lesson.

Instruct students to stand side by side with their partner. Tell them, "Put your shoulder next to your partner's shoulder. If you are on the right of your partner, raise your right hand. If you are on the left side of your partner, raise your left hand." Give students time to figure out which hand to raise. Continue, "Look at the hand you have in the air, and say the English word for that hand. Who has the left hand?" Encourage students to wave their left hand around. Say, "Keep that image in your mind. That's the left side. Use the image to remember when you are giving directions or hearing directions. Now students on the right – wave your right hand around." Encourage the students on the right to wave their right hands in the air. Continue, "Students who have their right hand up, sit down and close your eyes. If using the treasure cards, have the students on the left side write their partner's name on the card.

"Students who have your left hand up, take the "treasure" and hide it in the room. You have one minute." Set a time or look at the clock. When students have hidden the object, tell them to sit down next to their partner. "Now, students on the right side, ask your partner, 'Where is the treasure?' Students on the left, give your partner directions so they can go to the treasure."

After the first student in the pair retrieves the treasure, have the students change roles and give directions to the other student. When all treasure has been found, have students sit and face the front.

Self-Evaluate

Ask students what they think about the strategy, *Use Images*. Did they remember the new words more easily when they thought of their hands in the air, or the picture on the map? Will they try to use images in other English learning? Have students write in their learning journals or on an 'exit pass' what they learned about the strategy *Use Images* in class today.

Expand

Say to the students, "You can use the strategy *Use Images* to help you learn in other areas. When you learn something new, look for an image that will help you. You can use this strategy on your math homework – drawing charts and graphs, in social studies – making a timeline, in art, of course!, science – cycles and processes, or when you are learning a new language. Images may stay for a long time in your brain and help you 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 some common phrases to give directions.

The [Pronunciation Practice](#) video teaches how to use rising intonation to clarify information or ask a question.

See the Activity Sheet for this lesson at the end of this lesson plan. Have students work with a partner to write directions to the school from a nearby location.

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

Question or comments on this lesson? Email jrobbins@voanews.com

Let's Learn English Lesson 10: Meet My Sister

Anna: Hi! Today, my friend Ashley, is coming over.

Anna: I am showing her my new apartment!

Anna: Oh! That's Ashley calling.

Anna: Hi Ashley!

Ashley: Hi Anna! I'm coming to your apartment. Where is your apartment?

Anna: My apartment is near the Columbia Heights **Metro**.*

Ashley: It is near the Columbia Heights Metro?

Anna: Yes. **Exit** the Metro and **turn right**. **Then** at the bus station **turn left**. **Then walk straight ahead**.

Ashley: Okay. Exit Metro, turn right, turn left, then go straight ahead.

Anna: Yes. My apartment is near a **coffee shop**.

Ashley: Okay. See you soon!

Anna: Hi, Ashley.

Ashley: Anna, Which coffee shop? There are three **coffee shops**.

Anna: Okay. My apartment is **across** from a big **department store**.

Ashley: A big department store? Ah, I see it!

Anna: Okay! Bye, Ashley. See you soon!

Ashley: Okay. See you soon.

Anna: Ashley! Ashley! Ashley! Over here! It's Anna! It's Anna! Hi!

Anna: I love having my friends over.

Anna: Come on!

Ashley: Great!

* New words are shown in bold type. Definitions are below.

New Words

ahead - *adv.* to or toward the place where someone is going

bus - *n.* a large vehicle that is used for carrying passengers especially along a particular route at particular times

coffee shop - *n.* a small restaurant that serves coffee and other drinks as well as simple foods

department store - *n.* a large store that has separate areas in which different kinds of products are sold

exit - *v.* to go out of a place

left - *adj.* located on the same side of your body as your heart

adv. to or toward the left

Metro - *n.* an underground railway system in some cities (also called subway)

right - *adj.* located on the side of your body that is away from your heart

station - *n.* place where buses, trains, etc., regularly stop so that passengers can get on and off

straight - *adv.* in a straight or direct way

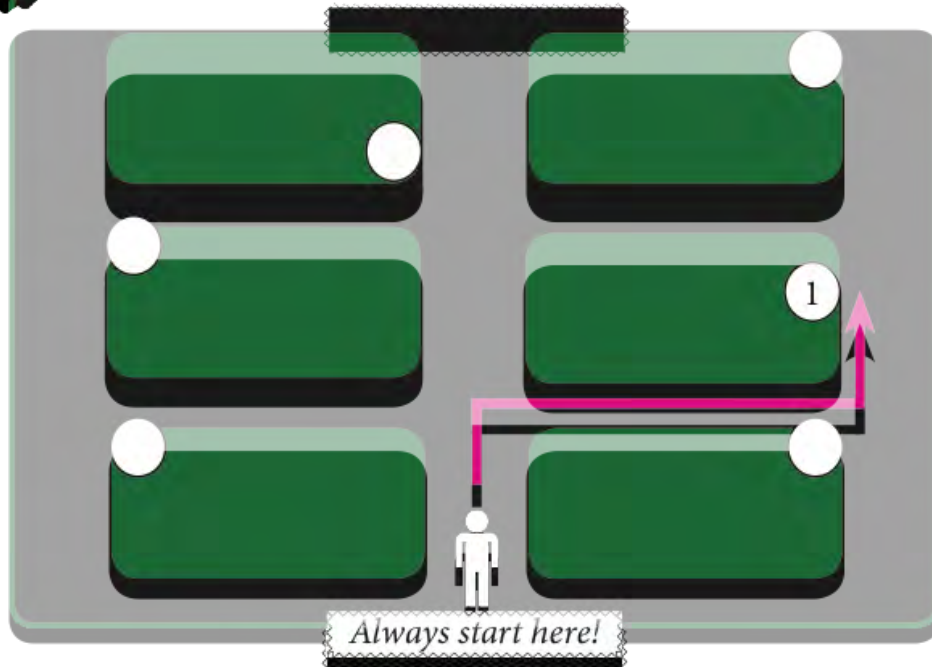
then - *adv.* used to indicate what happened or happens next

turn - *v.* to cause your body or a part of your body to face a different direction

walk - *v.* to move with your legs at a speed that is slower than running

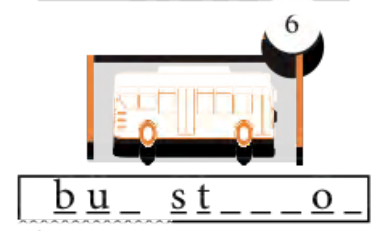
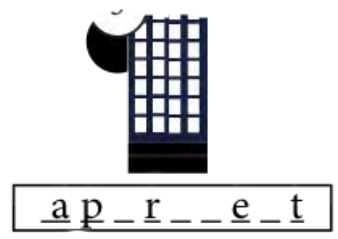
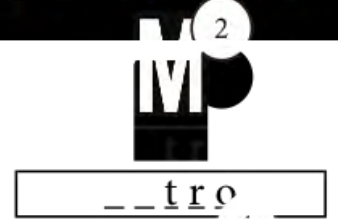


Complete the names of the places on the right. Then write each number on any blank space on your map that you like.



Always start here!

Learning English



Now let your partner ask you about where things are on your map. Tell them how to get there from the starting point. Then ask your friend where things are on their map. Listen to their answer and write the number of the thing you are asking about on the small map.

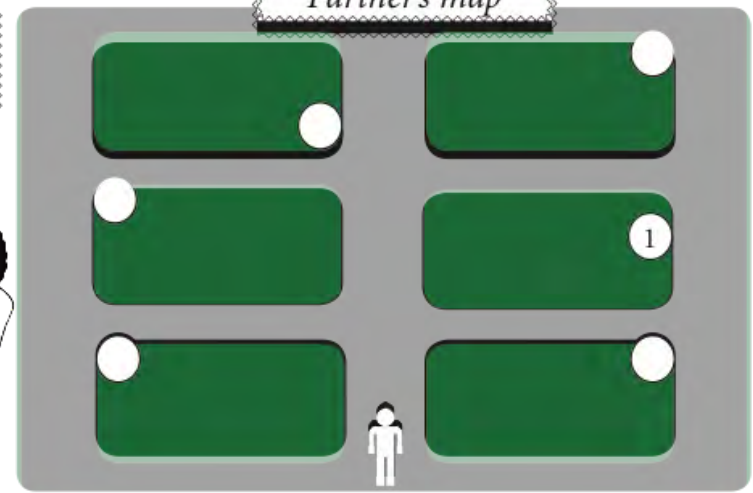
- walk straight
- turn right
- turn left



Where is the coffee shop?
 Walk **straight**, then **turn right**.
 Walk **straight** again, and then **turn left**. Where is the Metro?
 Walk straight and then...



Partner's map



Names of places: 1) coffee shop; 2) Metro; 3) apartment; 4) department store; 5) supermarket; 6) bus station



**TURN
RIGHT**

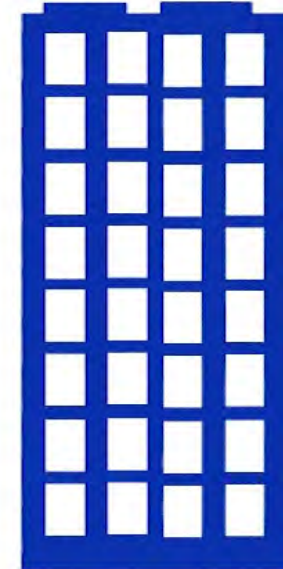


Bus Station

TURN LEFT



HIGHLAND PARK APTS



WALK STRAIGHT AHEAD



Student name:



Student name:



Student name:



Student name:



Student name:



Student name:



Student name:



Student name:



Student name:



Student name:



Student name:



Student name:



Student name:



Student name:



Student name:



Student name:



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.