



## 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 11: This Is My Neighborhood

### Objectives

- Students learn how to make regular plurals
- Students learn to talk about places in a neighborhood
- Students learn to use the strategy, *Ask Questions*, to get information
- Students learn to express gratitude in English
- Students practice using cardinal numbers indicating quantity

### Materials needed:

- Sheets of paper with names of community services: bank, store, library, post office
- Small objects such as stamps, letters, pencils, books, and coins to practice plural form of nouns
- Activity sheet (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 11 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, "What do you do when you want to know something?" Possible student answers may be, 'look it up,' 'ask a teacher,' 'google it,' or 'ask a friend.' Continue, "Of course, in your native language, it is easy to ask a question. But in English it may be harder. In today's lesson, we will use the strategy, *Ask Questions*, to get information and to practice speaking English."

Pick up a pencil or another common classroom object. Tell students, "I have one pencil." Pick up another and turn to the class. Point to one student and encourage the student to repeat the question: "How many pencils do you have? Answer, "I have two *pencils*." Ask students, "What is different in my sentence?"

Encourage students to compare the two sentences by writing them on the board or a shared screen. Point out the number *two* and the plural marking on the noun *pencil*. Ask students what they have in their bag or desk. "Do you have books in your bag? How many books?" Prompt students to answer, "I have \_\_\_ books."

Explain, "In today's lesson, we will learn to use numbers to talk about more than one thing. We call the form of the noun *plural* when there is more than one. In your native language, do nouns become plural?" Have students explain the plural form in a common native language or one or two various native languages if there is a variety in the class. For example, Mandarin marks only

people for plural, as in *wǒ* (singular first person) and *wǒ men* (plural first person). Acknowledge that comparing to one's native language can often help clarify grammatical structures in English.

If possible, have some examples of the objects in the classroom. Have one or two students come to the front and demonstrate by asking about the objects. "How many stamps do you have?" "How many letters do you have?" Have the class repeat chorally as a student holds up the objects: "four books; three stamps; five letters."

Tell students that in this lesson, they are also going to learn how to ask for help finding places and show they are thankful for getting help.

### **Present: "Ask Questions"**

If you have multimedia capability in your classroom, prepare to play the video for Lesson 11 of Let's Learn English. Tell students that the video will show Anna asking Marsha questions about their neighborhood.

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. It may help to draw boxes on the board or put up papers on the wall in several places around the room. Write the labels, *library*, *mailbox*, *bank*, and *store* on the papers or in the boxes. Then, students can walk between the points as they act out the conversation.

After students view the conversation, hand out copies of the script at the end of this lesson. Ask, "What does Anna need to know?" Let students respond with the names of the places or the services offered: return books - library; get cash - bank; buy stamps - store; mail letters - post office or mailbox.

Ask, "How does Anna *find out* what she needs to know?" Let students respond with 'questions' or 'ask a friend.' Tell students, "Let's practice finding out about our neighborhood."

### **Practice 1:**

Hand out the Activity Sheet. Instruct students to find a partner and match the words on the activity sheet. Instruct the students to write three places in their own neighborhood on the sheet. Then have students ask their partner about the places in their neighborhood. When one partner has been asked, tell students to turn to the next pair of students and change partners. Continue until they have asked three people.

Have one pair come to the front. Ask the students to report on what they learned using the sample conversation:

"(Partner's Name) lives in a neighborhood where there is a place to buy stamps, a library /a place to read books, and a place to get cash."

Notice whether students are using plural forms of the nouns correctly. If they are not, hold up some of the sample objects and review how to say the plural forms.

**Self-Evaluate**

Ask students what they think about the strategy, *Ask Questions*. Did they learn from talking with their partners? Will they try to ask questions other times they are learning English? Have students write in their learning journals or on an 'exit pass' what they learned about the strategy *Ask Questions* in class today.

**Expand**

Say to the students, "You can use the strategy *Ask Questions* to help you learn in other areas. People are usually happy to answer questions when you ask them politely. You will be surprised at how much practice you can get in speaking English if you make it a habit to ask questions whenever you can in English. 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 or [online](#). 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](mailto:jrobbins@voanews.com)*

## Let's Learn English Lesson 11: This Is My Neighborhood

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

Anna: Hello! DC is a city for walking. In our neighborhood, I can do all my errands. Marsha, before we get ice cream, I need to return three books to the library. Where is the library?

Marsha: It is on this street on the corner.

Anna: Awesome!

Marsha: Let's go!

Anna: Marsha, I can return the books here.

Marsha: Anna, what are those in the books?

Anna: Marsha, these are letters to my family and friends back home ... four letters! Is there a post office near here?

Marsha: Um, no. The post office is far from here. But there is a **mailbox across from the store.**

Anna: Awesome! Let's go!

(At the mailbox)

Anna: Marsha, now I need to **buy stamps.**

Marsha: Do you have **cash**?

Anna: No. Is there a bank near here?

Marsha: There is a bank behind you.

Anna: Thanks, Marsha. You know our neighborhood so well.

Anna: Now I have **cash**. I can **buy stamps.**

Marsha: That store **sells stamps.**

Anna: Wait here.

Anna: I have stamps.

Marsha: Wow, you're **fast.**

Anna: Thank you, thank you letters, for **sending** my words... my love ... to my family and friends -

Marsha: Do you have more **cash**?

Anna: I do!

Marsh and Anna: **Ice cream!!**



Anna: I love my new neighborhood! Everything is near our apartment! Even hair salons\*, and **ice cream!**

Anna: Until next time!

\* a business that gives customers beauty treatments (such as haircuts)

### **New Words**

**bank** - *n.* a business where people keep their money, borrow money, etc., or the building where such a business operates

**buy** - *v.* to get (something) by paying money for it

**cash** - *n.* money in the form of coins and bills

**corner** - *n.* the place where two streets or roads meet

**errand** - *n.* a short journey that you take to do or get something

**fast** - *adj.* moving or able to move quickly

**get** - *v.* to obtain (something)

**ice cream** - *n.* a frozen food containing sweetened and flavored cream

**library** - *n.* place where books, magazines, and other materials (such as videos and musical recordings) are available for people to use or borrow

**mailbox** - *n.* a public box in which letters and packages are placed to be collected and sent out

**post office** - *n.* a building where the mail for a local area is sent and received

**return** - *v.* to bring, give, send, or take (something) to the place that it came from or the place where it should go

**sell** - *v.* to exchange (something) for money

**send** - *v.* to cause (a letter, an e-mail, a package, etc.) to go or to be carried from one place or person to another

**stamp** - *n.* a small piece of paper that you buy and then stick to an envelope or package to pay the cost of mailing it

**store** - *n.* a building or room where things are sold

# ACTIVITY SHEET



## VOA Learning English

Match the "things to do" with the picture and the name of "places in the neighborhood" where these things happen. Draw lines to show the matches.

Things to do:

- send letters
- get cash
- buy ice cream
- buy stamps
- read books



Places in the neighborhood:

- post office
- store
- library
- bank
- mail box

Now choose three places that are in your neighborhood. Write them in the box to the right. Then ask three of your friends about what is in their neighborhoods. Also, let them ask about what is in your neighborhood. Write their answers below.

Your neighborhood

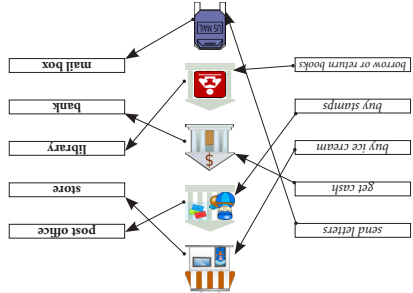
What do you have in your neighborhood?



There is a place to buy ice cream, a place to read books and a place to get cash.

Friend's names	Friends' neighborhoods
example	store, library, bank

Answers for above:



## **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.