



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 24: Yesterday Was Amazing

Objectives

- Students learn about the past tense of regular verbs
- Students learn to use the strategy, *Substitute*
- Students learn how to talk about cultural traditions

Materials needed:

- Activity worksheet (included at the end of this lesson plan)
- Handout with traditional tools from later in this lesson - or pictures of local traditional objects

Students may be assigned the web-based homework of viewing the videos for Let's Learn English Lesson 24 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 is special about your culture? When visitors come to your town, what do you like to show them?" Give students time to answer. If they are unsure of how to say the name of a local attraction in English, write it on the board and help them pronounce it.

Continue, "Now imagine the visitors arrived yesterday. How do you tell about it?" Take some student sentences and write them on the board with the correct past tense form. For example, "We **walked** to the shrine;" "I **showed** them the museum;" or "I **was** happy to see them."

Explain, "These sentences are in the **past tense** in English. Some verbs are easy to put into the past tense. We call them **regular verbs**. You just add -ed at the end to make them past tense." Circle **walked** and **showed** or other regular verbs that fit the students' sentences. Continue, "Other verbs are harder. We have one example here: **was**, and that is an **irregular verb**. It is the past tense of **is** or **am**. We will study more of those irregular verbs next time. Today let's practice using the regular verbs." (The Pronunciation Practice video for this lesson explains how the pronunciation of the past tense ending varies depending on the verb.)

Conclude, "We will also learn how to use the strategy *Substitute* when we talk about our culture and traditions."

Present: "Substitute"

If you have multimedia capability in your classroom, prepare to play the video for Lesson 24 of Let's Learn English. Tell students that the video will show Anna visiting a cultural festival.

Have students repeat when the video pauses. If you do not have multimedia in your classroom, ask two students to come to the front of the room. One reads "Anna" and the other reads "Anna's Voice." Have the students read the script for the video at the end of this lesson. At the end of the video or conversation ask students, "What happened at the festival?" Give students time to answer. Possible answers may be, "Anna dances;" "She danced;" "They played pilota;" or "They cooked Basque food." Write the past tense verbs on the board or a shared screen to help students notice the new form.

Introduce the learning strategy by showing an image from the video. "Anna is helping make a ship. What is she using?"



If students do not know how to say the name of the tool in English, demonstrate, "It's a round thing that goes around very fast. You can use it to cut round things. Let me think, what is this *whatchamacallit*? Ah, yes, in English it's called a *lathe*." Point out that you can tell about the tool without using the exact name. You did that when you said, "It's a round thing that goes around very fast. You can use it to cut round things." This is paraphrasing, or putting something into other words. When you used the word "*whatchamacallit*" you were *substituting* one word for a word you didn't know. For more scenes of this lathe, see the [Smithsonian video here](#).

If desired, use another photo to demonstrate. Ask students, "How about the thing under the clay pot?"



Give students a chance to paraphrase to describe the potter's wheel. They may say, "it's a wheel that goes around fast so you can shape pottery" or they may substitute, as in "it's a

whatchamacallit / thingamajig that people use to make pots." Write the two words on the board or a shared screen.

whatchamacallit / thingamajig

"fun words" we can use to refer to a word that we don't know or can't remember

When we are talking about traditional things today we will use the strategy *Substitute* to help ourselves speak more fluently. Let's try it."

Practice:

Give students a copy of the handout or show in a shared screen. Have one student stand to demonstrate the activity. Tell the student, "Ask me about the first picture." After the student asks, "What is this woman wearing?" answer along these lines: "I think it's a special kind of hat. What do you think?" Encourage the student to try to describe the headgear. Thank the student and address the class.

Instruct students, "Find a partner. Choose one person to go first. Ask about a picture." Your partner will try to describe the picture. You do not need to know the name in English. Just use the words you know. You can paraphrase - put it into other words - or substitute -use a word like *whatchamacallit* or *thingamajig*."

As students work on the exercise, remind them that they can either *substitute* or *paraphrase* to explain unknown objects.

Handout



1. What is this woman wearing?



2. What is the man carrying?



3. What does the woman use to weave?



4. What are the children playing?



5. What is this tool?



6. Do you have one of these?

Self-Evaluate

Ask students what they think about the strategy, *Substitute*. Did they like using the 'fun words?' Did feel they can describe objects in English? 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, "You can use the strategy *Substitute* to help you communicate. Sometimes when you do not know a word you can draw a picture. Or you can use a gesture. These are other ways of substituting. You can use this strategy when you have to write in English: you can find other words by using a dictionary or a thesaurus. Give it a try the next time you do not remember a word, 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 about the words people use in English when they cannot remember a word, or they do not know a word. Have students try the [Listening Quiz](#) to practice their listening skills.

The [Pronunciation Practice](#) video teaches about three ways to pronounce the past tense ending of regular verbs.

See the [Activity Sheet](#) for this lesson at the end of this lesson plan or download it from the website. Have students do the writing activity at home to complete the activity sheet.

Note: All lessons in the Let's Learn English series are collected on this page:

<http://learningenglish.voanews.com/z/4729.html>

Handout image descriptions

1. Women sport traditional folk headdresses during a Paloc festival honoring St. Anna, the patron saint of the Paloc, a group of Hungarian ethnicity with their own traditions, folk art and dialect living in a region in northern Hungary, in Balassagyarmat, 80 kms north of Budapest, Sunday, July 31, 2016. (Peter Komka/MTI via AP)
2. A tribal man with traditional fishing tools walks past a paddy field at Moronga village, along the Assam-Meghalaya state border, India, Friday, July 15, 2016. More than 70 percent of India's 1.25 billion citizens engage in agriculture. (AP Photo/Anupam Nath)
3. This Oct. 3, 2015 photo shows a weaver working with colorful cloth in Patacancha, Peru. A weaving collective there holds workshops led by local women where tourists can try their hand at spinning, dyeing yarn and weaving bracelets. The village is an hour's drive from Ollantaytambo, a town that offers homestays and is also a gateway town for tourists heading to Machu Picchu. (AP Photo/Fritz Faerber)
4. The *kenthongan* is a 'slit-drum' idiophone of the Javanese people of Indonesia. (Photo from Pixabay.com)
5. A mortar and pestle is used to grind things for cooking or other uses. (Photo from Pixabay.com)
6. An iron is used to make clothing flat. (Photo from Pixabay.com)

Let's Learn English Lesson 24: Yesterday Was Amazing

Anna: Yesterday **was** the most amazing day. I want to tell my friend back home about it. So, I am writing her a letter!

Dear Penelope,

Life in Washington, D.C. is **interesting**. I see something new every day -- like yesterday. Yesterday **started** like a usual work day.

Anna: I **said**, Yesterday **started** like a usual work day.

Anna's voice: I was at work. And I **wanted** a break. So, I **walked** and walked ... and walked. Then, I saw something! It was a **festival** -- a big **festival**!

Anna: It is the Smithsonian Folklife Festival.

Anna's voice: Yes. It **was** the Smithsonian Folklife Festival. Every year the festival shows different **cultures**. This year one of the cultures was the **Basque** culture. There was dancing and food and games!

Anna: I am dancing a traditional Basque dance.

Anna's voice: At the festival, I **danced** a traditional Basque dance!

Anna: They are cooking traditional Basque food.

Anna's voice: They cooked a lot of traditional Basque food.

Anna: They are playing a game. It's a kind of handball. What do they call it? They call it pilota!

Anna's voice: They **played** a game with their hands and a small ball. It's a kind of handball. But this game is **called** *pilota*.

Anna: This is beautiful! This is traditional Basque art.

Anna: They are making a traditional Basque ship. This festival is a lot of fun!

Anna's voice: The **whole** day was a lot of fun!

Anna: Who said that? I want to write my friends and tell them about my day!

Anna: ... So, I wanted to tell you about my day! Please, my friend, come visit Washington, D.C. soon. There is a lot to do! Until next time ... Anna.

New Words

Basque Country - *n.* region of Spain

culture - *n.* the beliefs, customs, or arts of a particular society

festival - *n.* an organized series of performances

handball - *n.* a game for two or four players who use their hands to hit a ball against a wall

interesting - *adj.* attracting your attention and making you want to learn more about something or to be involved in something

said - *v.* past tense of the verb "say"

traditional - *adj.* following the tradition of a certain group or culture

was - *v.* past tense of the verb "be"

Past Tense verbs

Irregular past tense:

is - was

say - said

Regular Past Tense

-ed sounds like /t/

walked

danced

cook

-ed sounds like /Id/

started

wanted

-ed sounds like /d/

played

called

Lesson 24 Activity Sheet

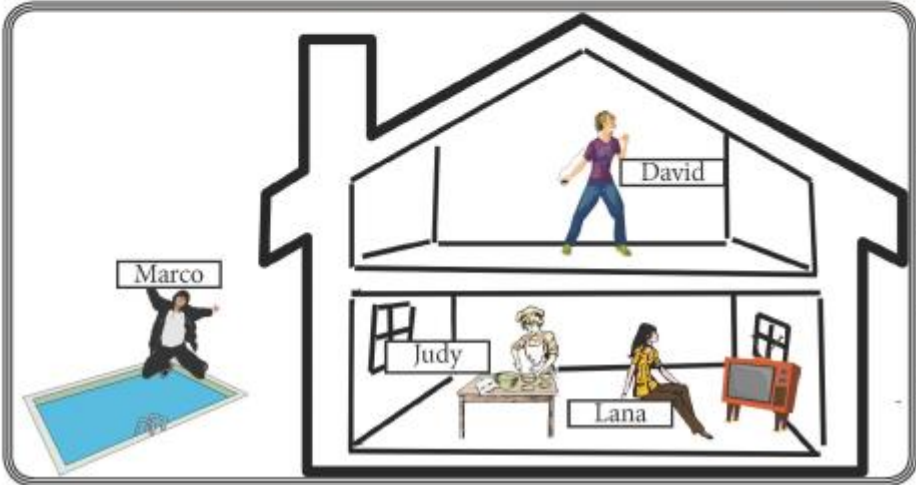
Student 1



Regular verbs

jump	play	talk	work
cook	listen	watch	use

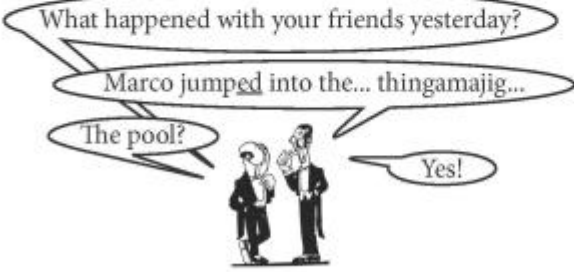
V.A Learning English



Look at the picture to the left. Use the past tense form of the regular verbs above to write about the things that three of the people in the picture are doing.

Marco jumped into the pool.

Now pretend the people in the picture above are your friends. Summarize what happened with your friends yesterday to your partner. Then ask your partner what happened with their pretend friends yesterday. Listen to your partner summarize what happened. Use the space to the right to draw a picture of the things that happened with their friends.



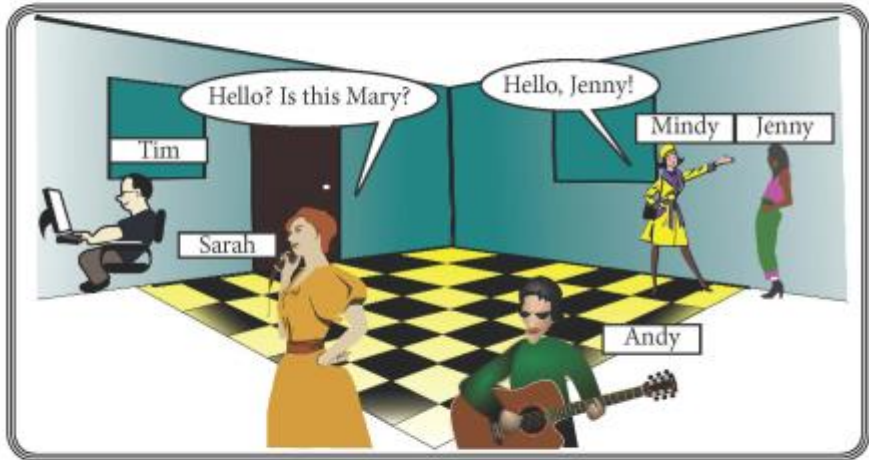
Lesson 24 Activity Sheet

Student 2



Regular verbs

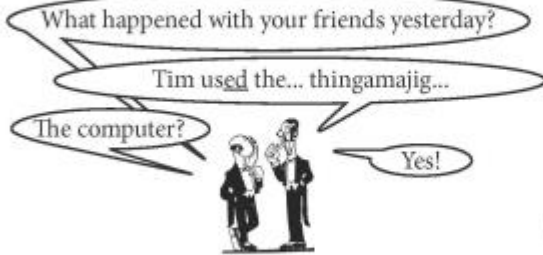
use	play	talk	call
cook	dance	watch	jump



Look at the picture to the left. Use the past tense form of the regular verbs above to write about the things that three of the people in the picture are doing.

Tim used the computer.

Now pretend the people in the picture above are your friends. Summarize what happened with your friends yesterday to your partner. Then ask your partner what happened with their pretend friends yesterday. Listen to your partner summarize what happened. Use the space to the right to draw a picture of the things that happened with their friends.



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.