



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.



Let's Learn English Lesson Plan

Lesson 42: I Was Minding My Own Business

Objectives

- Students learn to use reflexive pronouns
- Students practice making while-clauses with the past continuous tense
- Students practice describing ongoing past activities; asking about & giving information about past events; describing a sequence of events
- Student learn about expressing concern about someone; reacting to bad news and expressing sympathy
- Students practice pronouncing reflexive pronouns and reduced "did you" as /didjə/
- Students practice the strategy: *Read Between the Lines*

Materials needed

Download the [Activity Sheet for Lesson 42](#) or print it from the end of this lesson.

Students may be assigned the web-based homework of viewing the videos for [Let's Learn English Lesson 42](#) before this lesson.

Prepare: [In students' native language, if needed]

Tell students, "We're going to solve a mystery today. We can be like detectives - like Sherlock Holmes. Do you like mysteries?" Give students time to respond and make sure they understand the concept of a **mystery** and the word **detective**. Compare television or literature mysteries that are popular in the students' home culture(s), for example, Edgar Allan Poe or Agatha Christie in English-speaking literature, Arturo Perez-Reverte in Spanish literature, Josef Skvorecky in Russian literature, and Jose Luis Borges in Argentina. Ask students to tell you their favorite detective or mystery film or television series. Continue, "How do detectives solve mysteries? They listen to people and think about what the people are *not* saying directly. They '*read between the lines*' to learn the truth." Give an example of a classroom situation: "Let's say I tell you, 'Be sure to review this lesson before Friday.' You can read between the lines and guess that I will give you a quiz on Friday."

Explain, "In today's class, we will see how a news reporter *reads between the lines* when he meets Anna."

Teach the new words for this lesson, using the list of words found at the end of the lesson. Explain that, in this lesson, students will learn about reflexive pronouns and how to use the past continuous tense in sentences using the word "while."

Present 1: Past Continuous and Reading Between the lines

If you have multimedia capability in your classroom, play the video for [Lesson 42 of Let's Learn English](#). Have students repeat the

sentences when the video pauses. If you cannot play multimedia, have five students come to the front of the class and act out the conversations between Anna and the news reporter and between Ms. Weaver and Anna.

(If possible, give students the transcript of the conversation from the end of this lesson.)

Point out the use of the past continuous tense in the conversation. Ask students, "Did you notice when Anna said, 'I was minding my own business?' She is using the past continuous tense." Write on the board or shared screen:

BE (past) + Verb + ing = past continuous

Ask students to find other sentences with the past continuous tense in the conversation. Write them on the board or screen.

At minimum, write these simple sentences on the board:

- I was yelling
- she was yelling

Point out that these sentences tell us about one action. Contrast the next sentences:

- It looks like she hurt herself while she was trying to stop the crime.
- Well, I had time while I was resting on a bench.
- While I was running, I tripped and fell.
- While I was lying on the ground, someone stepped on my arm!

Ask students, "How many actions are in these sentences?" Point to the first sentence to identify 'hurt herself' and 'was trying to stop the

crime.' Explain, "These sentences use 'while' and the past continuous to tell us that there was an action going on for some time, then one or more other actions or events happened during that time."

Ask students to come up with some examples from their own lives.

Possible answers may be:

- While I was sitting at my desk last night, I did my homework.
- I sang a song while I was walking to school.

Continue, "Good examples." Point out that the verb for the second action is in the simple past tense in these sentences. Explain, "Sometimes, people leave out the 'while.' Look at what Guy said."

- You hurt your arm in a vending machine buying a bag of chips?

Say, "You can also say it this way."

- You hurt your arm in a vending machine while you were buying a bag of chips?

Continue: "And now for the mystery. What does Guy Newsman want to know?" Call students' attention to the first question.

Anna, what did you see and what happened to your arm?

Continue, "In this lesson, Guy uses a strategy we can call, 'read between the lines.' That means he makes a guess, based on his understanding and what he hears Anna saying. How many times does he guess how she hurt her arm?" Give students a chance to look at the transcript and tell you the times he asks about her arm (he makes five guesses).

"When you watched this video (or listened to the conversation), What

did you think? Did you guess that she hurt her arm falling or fighting the robbers?" Give students a chance to respond, telling you what event they thought was the accident that hurt Anna's arm.

Continue, "Now you can 'read between the lines' like all good detectives."

Present 2: Reflexive Pronouns

Point out the reflexive pronouns in this conversation. Write them on the board or shared screen.

- herself
- themselves
- yourself
- ourselves

Ask students if they notice something interesting about the spelling.

Explain: "We make a little change in the spelling for the plural forms of these pronouns. That's because there is a sound change from 'f' to 'v.'" You may play or assign the Speaking Practice video for this explanation of reflexive pronouns.

Print or show the chart below to review the previously taught pronouns and introduce all the forms of the reflexive pronouns.

	Subject Pronouns (Lesson 2)	Object Pronouns (Lesson 18)	Possessive Adjectives (Lesson 15)	Possessive Pronouns (Lesson 37)	Reflexive Pronouns (Lesson 42)
1st person	I	me	my	mine	myself
2nd person	you	you	your	yours	yourself
3rd person (female)	she	her	her	hers	herself
3rd person (male)	he	him	his	his	himself
3rd person (neutral)	it	it	its	(not used)	itself
1st person (plural)	we	us	our	ours	ourselves
2nd person (plural)	you	you	your	yours	yourselves
3rd person (plural)	they	them	their	theirs	themselves

Conclude, "In our practice today, we will use reflexive pronouns and the past continuous."

Practice

Give students copies of the Activity Sheet. Explain, "We will practice the reflexive pronouns and the past continuous today. First, complete the box at the top left and the bottom left side. Check your words with your partner. Next, we will play a fun game. This activity is like the game, 'Mad Libs.'" Have two students come to the front to demonstrate the activity. Give each of them one of the two worksheets. Ask "Student A" to give you any verb in the past continuous form. For example, 'was eating.' Then, instruct "Student B" to insert the verb into the first sentence with a blank, as in " Next, while I was eating the bus to work..." After students laugh, suggest that the partner come up with a correct verb for the sentence, such as "was riding." Explain that in the "Mad Lib" game, the sentences don't have to make sense, as long as the verb structure is correct. The object is to have fun with the strange pairings of verbs and pronouns.

Have students form partners do the activity sheet together.

When students have finished, ask several volunteers to tell you the funniest sentence they came up with. Then, talk about any questions that come up.

Self-Evaluate

Remind students of the strategy for this lesson. "Ok, remember how we played detectives? Think about the strategy: *Read Between the*

Lines. Can you use it whenever you read or listen to English? Can you think of other times they can use this strategy? Have students write in their learning journals or on an 'exit pass' what they learned about the strategy in class today.

Expand

Explain that, "You can use the strategy *read between the lines* when you are watching a movie or television program. It works even in daily conversation. For example, often people do not say how they feel, but you can listen to their tone of voice or look at their gestures or body language to guess their emotions. When you are speaking English, it may help you understand what someone is saying better if you pay attention to all of the clues to their meaning. Try it the next time you are talking with someone 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 use reflexive pronouns like *herself*, *ourselves*, and *yourself*.

The [Pronunciation Practice](#) video teaches the reduced form of "did you" pronounced as /didjə/.

The supplemental videos may be assigned as homework the day before doing this lesson, or to reinforce the structures after the lesson. There is also a [multimedia Listening Quiz](#) that can be used as an individual or whole-class assessment.

Let's Learn English Lesson 42: I Was Minding My Own Business

Guy: Hello. I'm Guy Newsman with News Channel XYZ. I'm here in Washington, D.C. at the scene of a **crime**.

Guy: We are talking with this woman.

Guy: She saw the crime during her lunch break. It looks like she hurt **herself** while she was trying to stop the crime.

Guy: Tell us your name.

Anna: Hi, Guy. I'm Anna.

Guy: Anna, what did you see and what happened to your **arm**?

Anna: Guy, I was **minding** my **own business**. See, I work over there.

Guy: Um-hum

Anna: I left work to get some lunch. Then suddenly, I heard a woman yelling. She was yelling like this ... "Help! Help!"

Guy: Um-hum

Anna: Two **robbers** were **grabbing** her bag like this. She was hitting them with her **umbrella**.

Guy: Is that when you hurt your arm?

Anna: No. At that time, I was not fighting the robbers.

Guy: Um-hum.

Anna: See. I was too far away and I didn't have my own umbrella.

Guy: So, what happened next?

Anna: They grabbed her bag and ran away! So, I grabbed her umbrella and ran after the robbers.

Guy: Then that is the time that you hurt your arm?

Anna: No. I was yelling, "Stop, robbers! Stop!" She was yelling, "Hey, come back with my umbrella!"

Guy: Were you afraid?

Anna: I had no time to be afraid, Guy. Well, I had time while I was resting on a bench. I had a lot of time.

Guy: Then what happened?

Anna: The robbers got on a bus. So, I ran after the bus. While I was running, I **tripped** and **fell**.

Guy: And that is the time that you hurt your arm?

Anna: No. While I was **lying** on the **ground**, someone **stepped** on my arm!

Guy: Ouch. That's too bad.

Anna: Yeah. And they didn't apologize. Well, then the robbers got themselves kicked off the bus.

Guy: Why?

Anna: They didn't pay. You have to pay when you get on a bus. The police came and took them away.

Guy: And *that's* when you hurt your arm!

Anna: No.

Guy: Then, when did you hurt **yourself**?

Anna: Well, Guy, by this time I was feeling very hungry. So, I went to my office to get a **snack**.

Ms. Weaver: Anna, I am calling for help right now. (*on the phone*) Hello? Yes, please come right away. My co-worker is **stuck** in a **vending machine**.

Guy: You hurt your arm in a vending machine buying a bag of **chips**?

Anna: I was really hungry and the bag was stuck.

Guy: That's all from News Channel XYZ. This is Guy Newsman saying goodbye. (to co-workers) Okay, we have to find **ourselves** another story, guys.

Anna: Until next time! Hi Mom! Hi!

New Words

arm - *n.* either one of the two long body parts that join the top of your body at the shoulder and that end at the hand or wrist

chips - *n.* thin, hard, and usually salty pieces of food

crime - *n.* an illegal act for which someone can be punished by the government

fall - *v.* (past tense: **fell**) to come or go down suddenly from a standing position

grab - *v.* (past participle: **grabbing**) to quickly take and hold (someone or something) with your hand or arms

ground - *n.* the soil that is on or under the surface of the earth

kick off - *phrasal verb.* (past tense: **kicked off**) force (someone) to leave (the past tense is kicked off)

lie - *v.* (gerund: **lying**) to be in a flat position on a surface

minding my own business - *idiom.* doing what you normally do and not bothering anyone

robber - *n.* a criminal who steals money or property or a thief who robs people

snack - *n.* a small amount of food eaten between meals

step - - *v.* to put your foot down — usually + in or on

stuck - *adj.* difficult or impossible to move from a position

trip - - *v.* (past tense: **tripped**) to fall or nearly by accidentally hitting your foot on something as you are walking or running

umbrella - *n.* a device that is used for protection from the rain and sun

vending machine - *n.* a machine that you put money into in order to buy food or drinks

Activity Sheet - Student A



Change the verbs below into the past continuous form and use them to complete the sentences with the pictures best describing what happened. Read your sentences to your partner. Then change the pronouns below to the reflexive pronoun form.

eat	You were eating dinner.
study	I _____ math.
drive	She _____ to work.
fight	We _____ .

me	myself
you	
her / him	
it	
us	
you (plural)	
they	

Now ask a partner to give you any two verbs in the past continuous form and any two reflexive pronouns. Write them into the blanks in the story and let your partner read it. Then give your partner any two past continuous verbs and any two reflexive pronouns. Read their story and remember that reflexive pronouns can only be used in certain ways. Correct any mistakes in their use.



Answers for above
 You were eating dinner.
 I was studying math.
 She was driving to work.
 We were fighting.

The Worst Day Ever

Yesterday was the worst day of my life.

First, while I **was cooking** breakfast,
(past continuous verb)

I burned **myself** ! Then, while I
(reflexive pronoun)

_____ my car to school, a
(past continuous verb)

self-driving car crashed _____
(reflexive pronoun)

into me! I got to work okay. But then,

when my friends and I _____
(past continuous verb)

_____ on our project, my friends
(past continuous verb)

started fighting and got _____
(plural reflexive pronoun)





kicked out! What a horrible day!

Answers for above
 me - myself; you - yourself; her - herself; him - himself; it - itself;
 us - ourselves; you (plural) - yourselves; them - themselves

Activity Sheet - Student B



Change the verbs below into the past continuous form and use them to complete the sentences with the pictures best describing what happened. Read your sentences to your partner. Then change the pronouns below to the reflexive pronoun form.

play	You <u>were playing</u> tennis. 
ride	I _____ a horse. 
talk	He _____ to me. 
relax	We _____ 

me	<u>myself</u>
you	
her / him	
it	
us	
you (plural)	
they	

Now ask a partner to give you any two verbs in the past continuous form and any two reflexive pronouns. Write them into the blanks in the story and let your partner read it. Then give your partner any two past continuous verbs and any two reflexive pronouns. Read their story and remember that reflexive pronouns can only be used in certain ways. Correct any mistakes in their use.

Please give me a past continuous verb!

Please also give me a reflexive pronoun!

was sleeping

themselves



Answers for above

We were relaxing.
She was talking to me.
I was riding a horse.
You were playing tennis.

The Best Day Ever

Yesterday was the best day of my life.

First, while I was sleeping, my children
(past continuous verb)

made themselves breakfast so I did not
(reflexive pronoun)

have to wake up early! Next, while I

_____ the bus to work, my boss
(past continuous verb)

called and said all my co-workers and I

could have the day to _____. Then while
(reflexive pronoun)

my family _____ in the garden,
(past continuous verb)

the ice cream truck came and we bought

_____ ice cream! It was a great day!
(reflexive pronoun)

Answers for above

me - myself; you - yourself; her - herself; him - himself; it - itself;
us - ourselves; you (plural) - yourselves; them - themselves

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.