

## 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 47: How Can I Help?

#### Objectives

- Students review past and present continuous tenses
- Students practice offering and accepting help
- Students practice describing problems
- Students review the use of reflexive pronouns
- Students practice the strategy: *Access Information Sources*

#### Materials needed

Download the Activity Sheet for Lesson 47 or print it from the end of this lesson. (Fields in the online sheet become fillable when the file is downloaded.)

Bring several copies of printed resources for learning English to class if possible - a learner's dictionary, a thesaurus, a visual dictionary, and so on. If no printed resources are available, and the classroom has internet access, set up a workstation with bookmarks for VOA's Word book:

<http://docs.voanews.eu/en-US-LEARN/2014/02/15/7f8de955-596b-437c-ba40-a68ed754c348.pdf>

And the Merriam-Webster Learner's Dictionary:

<http://www.learnersdictionary.com/>

Students may be assigned the web-based homework of viewing the videos for [Let's Learn English Lesson 47](#) before this lesson.

If students keep a learner dictionary at home, ask them the day before to bring it to class for this lesson.

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

Ask students to remember the last time they saw someone who needed help. Say, "What do you say in English when you see a friend who needs help? Let's say they are carrying a heavy box." Instruct students to tell their neighbor their answer, then raise their hands to offer to answer.

Give students time to respond. Write students' responses on the board or shared screen. Possible answers may be:

- May I help you?
- Can I help you?
- Would you like some help?
- Do you need some help?
- What can I do for you?

Refer to the list you and the students have created, and explain, "In today's lesson we are going to learn about offering help and accepting help."

Introduce the topic of the learning strategy, *Access Information Sources*. "The other thing we're going to learn about today is how we find information when we need it. Let's say you are writing an email to an English-speaking friend. You want to tell them about our last/upcoming school holiday, but you don't know how to describe it in English. What can you do? Tell your neighbor your answer first." Instruct students to raise their hands if they want to share their answer after they have told their neighbor. Possible

answers may be, "I look in a dictionary," "Use Google to look for it in English" and "Ask a friend or my teacher."

Write students' responses on the board or shared screen. Say, "Let's see what our friends in the video do when they want to learn something new."

Teach the new words for this lesson, using the list of words found at the end of the lesson. You can use the [Speaking Practice](#) video to help teach the new words and their pronunciation.

Explain that, in this lesson, students will review the present and past continuous tenses as well as reflexive pronouns.

### **Present 1: Offering and Accepting Help**

If you have multimedia capability in your classroom, play the video for Lesson 47 of Let's Learn English. Have students repeat the sentences when the video pauses. If you cannot play multimedia, have three students come to the front of the class and act out the conversations between Anna and Pete, and the roles of Master and Dan (the video trainer).

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

Ask students to find the places in the conversation when Anna offers to help Pete or gives him advice. Write them on the board or a shared screen:

- How can I help?
- If I fix your car, I'll have it running in 10 to 15 minutes.
- Pull yourself together, man. Give me the keys.
- You relax. ... It'll be faster if I go ... in a flash.

You may play or assign the end of the [Speaking Practice](#) video for further oral practice with offering and accepting help. The expressions taught are:

- "Would you like some help with \_\_\_\_\_?"
- Do you need help with \_\_\_\_\_?

## **Present 2: Access Information Sources**

Introduce the strategy *Access Information Sources* by referring to the video clip of the online video course Pete watches. Ask, "How does Pete know about fixing cars?" Give students time to respond. Continue, "Pete is like many people who look at videos on YouTube to learn how to do something. How about Anna? How did she learn to fix cars?" Explain that when Anna said, "I learned from a master," she means that she learned from a more experienced person.

Ask, "What are some other ways we can learn something new?" Ask students to look around the classroom for sources of information, encouraging them to think creatively. Possible answers may include dictionaries, textbooks, thesauruses, adding laptops, computers, cell phones, glossaries, wordlists, a teacher or other students.

Conclude, "You have many sources of information available to help you in learning English. Let's use some of them today as we do the activity."

## **Practice**

This is an information gap exercise, so first have students pair up. Then give each pair of students a set of the "A" and "B" copies of the Activity Sheet. (Note: for a fillable pdf, download the file.) Pass

around the information sources you have brought to class or arrange for a work station at which students can use a computer to access online dictionaries.

Explain, "Begin by matching the words in the left column to the pictures. If you need help, be sure to look for information in your dictionary or ask someone who may know the word." When students have finished the matching, hold up the images of the household tools (see page at end of lesson) and ask students to say the name of each of the objects.

Explain, "Now let's look at our houses. Each member of a pair has different problems in the house. Find your problems and complete the words next to the picture of the problem. Student A: ask your partner, 'How can I help?' Student B: tell your partner about your problem. Back to Student B: answer your partner with the name of one of the home tools you just learned about in the left column of this sheet.

Have two students stand up and demonstrate the activity using the completed items on their Activity Sheets:

**Student A:** How can I help?

**Student B:** I have a clogged toilet.

**Student A:** I can help. I have a plunger.

Ask Student A to point to the picture of a plunger to reinforce the meaning. Remind students they can refer back to the matching exercise as a source of information to help with the activity. Have the same pair demonstrate the second model with a different student beginning with "How can I help?"

**Student B:** How can I help?

**Student A:** My window is dirty.

**Student B:** I can help. I have some glass cleaner.

Instruct students:

"Remember, as you do this activity, you can stop to *access sources of information* about the words you do not understand."

When students have finished, ask several volunteers to act out the conversations they did. Then, talk about any questions that come up.

### **Self-Evaluate**

Remind students of the strategy for this lesson. "Think about the strategy: *access information sources*. Did it help you learn the new words in this lesson? Can you think of other times you 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 *access information sources* when you are learning in other subjects, too. In history class, you can read different versions of an event to help yourself understand it better. In math class, you can ask an older student to explain new ideas to you. And in any class, you can always ask the teacher for more information that will help you to understand the subject she or he is teaching.

Think about how *accessing information sources* can help you with your next homework assignment. In our next class, I'd like to hear about what you noticed!"

## **Assignments for more practice**

Have students listen to the [Speaking Practice](#) video and say the new words for this lesson. Students can see a picture of the word and hear a native speaker pronounce it in the video. After the vocabulary section, the video teaches how to offer and accept help from someone.

The [Pronunciation Practice](#) video teaches the pronunciation of the reduced form of "I will" in American English.

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 47:

### How Can I Help?

Anna: Hi, Pete. What are you doing?

Pete: Oh! Hi, Anna. Right now, I am **fixing** my car.

Anna: How's it going?

Pete: It's going ... not so good.

Anna: How can I help? I was planning to visit some friends. But if you need help, I can help. I like helping.

Pete: Anna, I can fix it myself. But thanks.

Anna: Pete, I think I found your problem. These are **spark plugs**.  
*(holds them up)* They start the engine.

Pete: I know that, Anna. But there were too many spark plugs ... in there. So I took out the extra ones.

Anna: There are no extras, Pete. You need all of them. Pete, can you fix a car yourself?

Pete: Well, Anna, last night I was watching the online **video course**, "You CAN Fix a Car Yourself!"

Dan: Yes, you CAN fix your car yourself!

Pete: And I watched the first 10 lessons. So, I think I know what I'm doing.

Anna: How many lessons are there?

Pete: Four hundred and fifty.

Anna: 450! That'll take too long! If I fix your car, I'll have it running in 10 to 15 minutes.

Anna: Where're your **tools**?

Pete: I have this. *(puts a useless tool in her hand)*. And this.  
*(hands her another useless tool)*

Anna: Great. Um, I'll get my tools. I'll be back in a **flash!**

Pete: But, Anna, I don't need your ... *(She goes and quickly comes back with tools.)*

Pete: ... help.

Anna: Pete, when I was a teenager, I was fixing cars -- myself. I learned from a **master**.

Anna: You can trust me.

Pete: Okay.

Anna: Great! But we need teamwork. You sit in the car. When I say "go," you start the engine.

Anna: Okay, go!

*(sounds of car not starting)*

Anna: Stop!

Anna: Okay, go! Huh.

*(sounds of car not starting)*

Pete: *(yells)* It's not starting! It's not starting!

Anna: *(to herself)* What's wrong?

Pete: This car is **stupid** ... stupid, stupid!

Anna: Pete, kicking the **tires** will not help.

Pete: Well, you did not help, Anna. You did not help!!

Anna: Pete, Pete! Pull yourself together, man. Give me the **keys**. I must feel the key in the **ignition** and turn it myself.

Master: Use the key, Anna. Turn the key, Anna. What are you forgetting, Anna?

Anna: Pete. Pete.

Pete: What?

Anna: You are out of gas.

Pete: I can't be out of gas. *(looks at gauge)* I'm out of gas. Sorry, Anna. I'll go get some.

Anna: Pete. You relax. Clean your **face**. You can watch the rest of your online video course. It'll be faster if I go ... in a flash. Until next time ...

Dan (in the online video course): "Lesson 11. Always make sure you have a full tank of gas!"

## New Words

**course** - *n.* a series of classes about a particular subject in a school

**engine** - *n.* a machine that changes energy (such as heat from burning fuel) into mechanical motion

**face** - *n.* the front part of the head that has the eyes, nose, and mouth on it

**fix** - *v.* to make (something) whole or able to work properly again or to repair (something)

**flash** - *n.* a sudden appearance or occurrence of something

**ignition** - *n.* the electrical system in an engine that causes the fuel to burn so that the engine begins working

**key** - *n.* a device that is used to open a lock or start an automobile

**kick** - *v.* to hit (someone or something) with your foot

**master** - *n.* a person who has become very skilled at doing something

**spark plug** - *n.* a part of an engine that produces a spark that makes the fuel burn

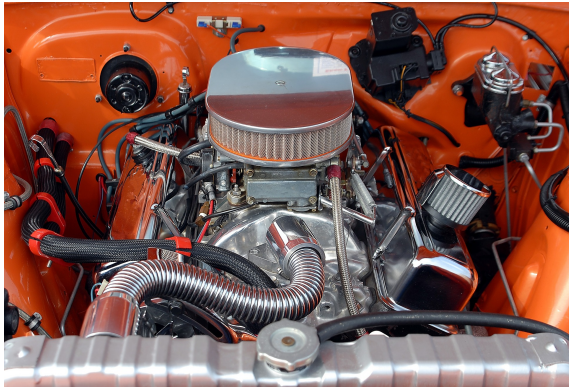
**stupid** - *adj. informal.* used to refer to something in an angry or irritated way

**tank** - *n.* a container for holding a liquid or gas

**tire** - *n.* a rubber ring that usually contains air and wheel of a car, or bicycle

**tool** - *n.* something (such as a hammer, saw, shovel, and so on) that you hold in your hand and use for a particular task

**video** - *n.* a movie, television show or event that has been recorded so that it can be watched on a television or computer screen



engine



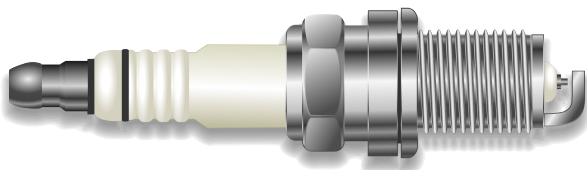
face



ignition



key



spark plug



tank



tire



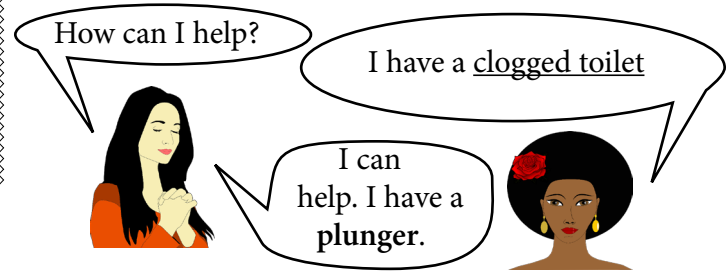
tool

Student A



Match the pictures of the objects used for solving problems with their correct names and definitions. Then fill in the blanks to complete the names of the problems in the house below. Now work with a partner. Take turns asking how you can help each other solve the problems in your houses. When your partner asks you if they can help, tell them a problem from below. Then your partner will tell you how they can help you. When your partner tells you their problem, look at the objects you have and tell them how you can help them.

# VOA Learning English



**vacuum cleaner**  
for dirty floors



**mop**  
for spilled drinks



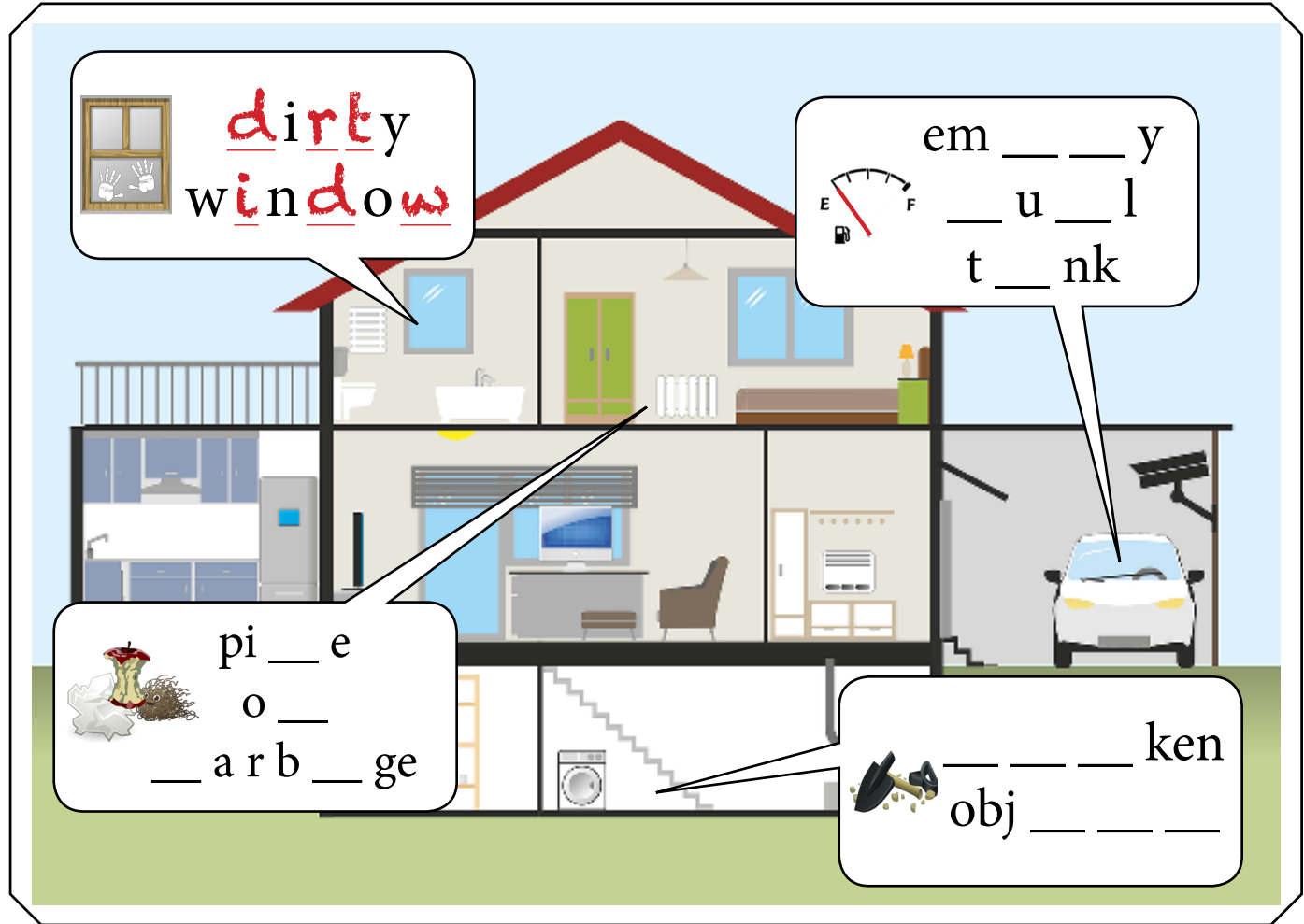
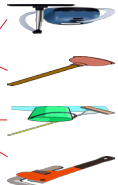
**wrench**  
for leaky faucets



**plunger**  
for clogged toilets

Answers for above

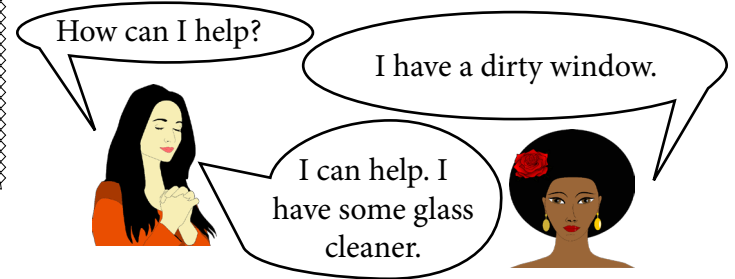
- plunger
- wrench
- mop
- vacuum cleaner



dirty window; empty fuel tank; broken object; pile of garbage



Match the pictures of the objects used for solving problems with their correct names and definitions. Then fill in the blanks to complete the names of the problems in the house below. Now work with a partner. Take turns asking how you can help each other solve the problems in your houses. When your partner asks you if they can help, tell them a problem from below. Then your partner will tell you how they can help you. When your partner tells you their problem, look at the objects you have and tell them how you can help them.



**glue**  
for broken objects



**glass cleaner**  
for dirty windows

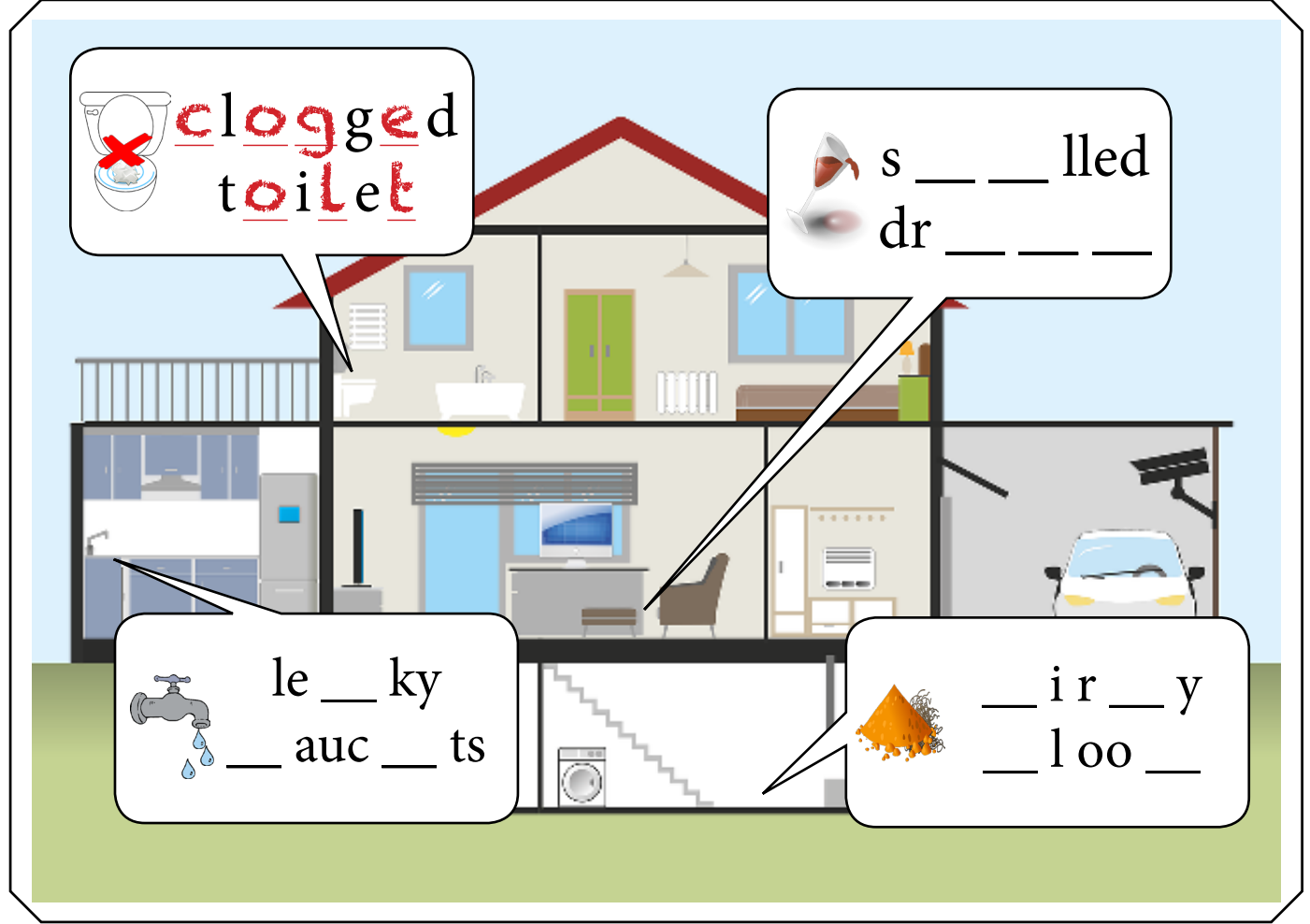
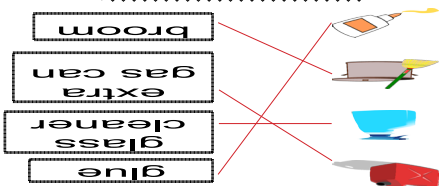


**extra gas can**  
for empty fuel tanks



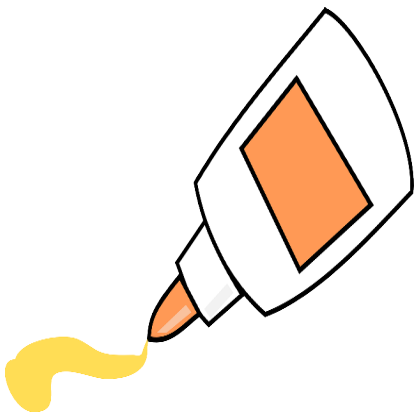
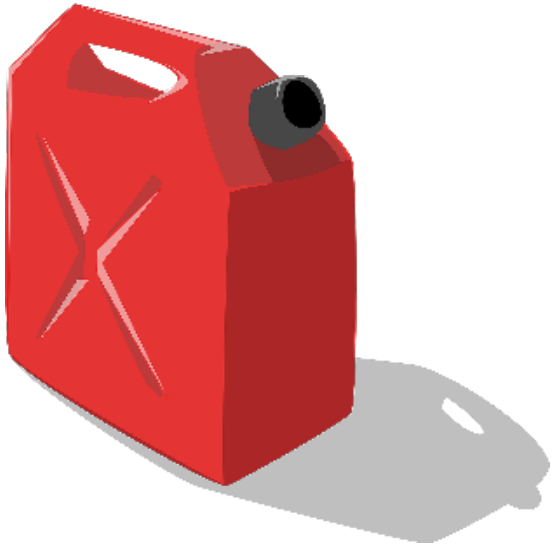
**broom**  
for piles of garbage

Answers for above



clogged toilet; spilled drink; dirty floor; leaky faucet





## **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.