

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 48: Have You Ever ...?

Objectives

- Students learn to use the present perfect verb tense
- Students practice talking about things to do and see
- Students learn to pronounce the past participle of BE
- Students review making recommendations
- Students practice the strategy: *Focus Attention*

Materials needed

Download the Activity Sheet for Lesson 48 or print it from the end of this lesson. (Fields in the online sheet become fillable when the file is downloaded.)

Show the images for vocabulary from the end of this lesson if you cannot use multimedia in your classroom.

Students may be assigned the web-based homework of viewing the videos for [Let's Learn English Lesson 48](#) before this lesson.

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

Remind students of a word from a previous lesson ([Lesson 45](#)), "sights." Anna and Marsha drove across the United States. Anna had a book titled, "Best Roadside Sights." Tell students, "Another name for the places we see when we travel to new places is 'attraction.' Today we are going to talk about the attractions, or sights, where we live."

Ask students to remember the last time they went to a museum, garden or zoo. Say, "What do people see when they come to visit [name of city where you teach or students' hometown]? Are there museums or other places to see?" 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. You can stimulate their thinking by naming a famous building near where you teach or by giving an example of a couple of these types of attractions:

- History museum
- Art museum
- Culture museum
- Zoo
- Public garden
- Amusement park

Refer to the list you and the students have created, and explain, "In today's lesson we are going to learn about recommending, or giving someone advice about, places to see."

Introduce the topic of the learning strategy: *Focus Attention*. "The other thing we're going to learn about today is how to finish the things we want to do. Let's say you have many things to do this weekend. How do you remember them? What can you do to focus

your attention - or help yourself think of something? 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 write them on a calendar," "I make a list" and "I set an alarm on my phone for a time to do something." Write students' responses on the board or shared screen. Say, "Let's see what our friends in the video do when they focus their attention on what they want to do."

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 also learn the present perfect tense. This lesson's Speaking Practice video also has a detailed explanation of the present perfect tense and when to use it.

Present 1: Recommending Attractions & Present Perfect

If you have multimedia capability in your classroom, play the video for [Lesson 48 of Let's Learn English](#). Have students repeat the sentences when the video pauses. If you cannot play multimedia, have two students come to the front of the class and act out the conversation between Anna and Jean.

(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 tells Jean about an attraction in Washington, D.C. Write them on the board or a shared screen (The underlined words are the past participles, to be pointed out later):

- "I like the Sculpture Garden. Have you ever seen sculptures in

a garden? It is really artistic!"

- "Have you been to the Museum of the American Indian? I've visited that museum many times. It is very peaceful."
- "Well, if you like plants, you can visit the U.S. Botanic Gardens. It's very organic."

Then ask students to find where Jean tells Anna about an attraction. Write it on the board or screen.

- "You've lived here for so long and you haven't been to the zoo? If you have never seen a real, live elephant, you must."

Ask students to think about how Anna recommends a place: she tells Jean the name of the attraction, then she tells Jean what the place is like: artistic, peaceful, and organic, or natural.

Point out that each of the above examples uses the present perfect verb tense. Show students the structure of the tense:

HAVE / HAS + PAST PARTICIPLE

The present perfect verb tense is used in these situations:

1. To talk about an action in the past that is important in the present
2. To talk about repeated actions
3. With the prepositions "for" or "since"
4. With the adverbs "ever" and "never"

Explain that the present perfect tense uses two verbs - a main verb and an auxiliary verb. "The auxiliary verb is HAVE or HAS and the main verb is in something we call the past participle form. For regular verbs, that means you add 'd' or 'ed' to the base form of the verb." Have a student come to the board and underline the

past participle verb forms in the sentences you have written.

They are underlined above: seen, been and visited.

Present 2: Focus Attention

Introduce the strategy *Focus Attention* by referring to the video clip or conversation where Jean says, "I'll write that on my list!" Each time Anna tells Jean about an interesting museum, Jean writes it on her list. Later, Anna says she is writing a list of "must-see zoo animals."

Ask, "What do you think Jean and Anna will do with their lists?"

Possible answers may include:

- Jean will visit each one, if she has time.
- Anna will look for each animal at the zoo. Maybe she will ask someone who works at the zoo to help her find the animals.

Explain that making lists - whether they are on paper, on a computer or smart phone or just in our minds - helps us to focus our attention. Ask students, "Do you remember when we talked about our goals at the beginning of this course? Making a list is like that -- we are setting a goal for what we want to learn or do. Do you make lists or do other things to focus your attention on learning English?" Give students time to respond. Conclude, "This is one of the strategies we can use every day when we are learning English. Let's use it and practice using the present perfect tense today as we do the activity."

Practice

Give each student a copy of the Activity Sheet. (Note: for a fillable pdf, download the file and distribute to students electronically.)

Explain, "Begin by moving the words around to make good

questions and answers with the mixed-up words at the top of the page. Focus your attention on making the present perfect verb tense correctly. Remember, for the verb *eat*, use 'have' or 'has' and 'eaten,' which is the past participle form of the verb 'eat.'" When students have finished this part, have several pairs of students act out the short conversations so others can check their work.

Then, have two students stand up and demonstrate the second activity using the sample questions on their Activity Sheets:

Student A: Have you ever lived in a country other than your home country?

Student B: Yes, I have.

Student A: Where have you lived?

Student B: I've lived in England.

Instruct students:

"Now let's stand up. Walk around and ask questions until you can find someone who can answer 'yes' to your question. Be sure you ask a follow-up question, too. Listen carefully. Is your classmate using the present perfect tense? If not, help them to answer using Have + a past participle verb form."

"Remember, as you do this activity, should *focus your attention* on using the present perfect tense correctly."

When students have finished, ask several volunteers to tell who answered their questions with "Yes, I have..." and share their answers with the class. Then, talk about any questions that come up.

Self-Evaluate

Remind students of the strategy for this lesson. "Think about the strategy: *Focus Attention*. Did it help you learn the new verb tense, the present perfect, 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 *Focus Attention* when you are learning in other subjects, too. You can make a list of the topics you need to learn each week. You can set an alarm to help yourself remember to do your homework at a certain time in the evening or on the weekend. You can focus your attention on learning English by making a list of the words you learned in each class and reviewing them at home.

Think about how *focusing attention* 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 when to use the present perfect tense.

The [Pronunciation Practice](#) video teaches the pronunciation of the past participle of BE (been) 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 48: Have You Ever ...?

Anna: Hello! I have lived in Washington, D.C. for a long time now. And I have done a lot. I feel that I know this city pretty well. (walks off and comes back) That's the wrong way. Where is it again?

Anna: (sees a tourist at a sign) Excuse me, can I help you? Have we met before?

Jean: I don't think so. I've just flown in from Boston. My name is Jean.

Anna: Hi, Jean! I'm Anna. I really feel like we've met before. Anyway, how can I help?

Jean: I want to see an interesting museum but I don't know which one.

Anna: I can help with that. I've lived in Washington, DC a long time. I think I've seen all the museums.

Jean: Wow, thanks. So, tell me, which museums are good?

Anna: Well, they are all good. But they're all different. There are **science** museums and history museums and art and culture museums.

Jean: I want to see an unusual museum.

Anna: I like the **Sculpture** Garden. Have you ever seen sculptures in a garden? It is really artistic!

Jean: I have never seen a garden of sculptures! I'll write that on my list!

Anna: Have you been to the Museum of the **American Indian**? I've visited that museum many times. It is very peaceful.

Jean: I have always liked American Indian culture.

Jean: I'll put that on my list. (*writes on list*) Do you have any other **suggestions**?

Anna: Well, if you like **plants**, you can visit the **U.S. Botanic Gardens**. It's very organic.

Jean: I have always loved plants. I'll write that on my list, too!
Wow, you know so much about DC's museums.

Anna: Well, I have lived here for over a year.

Jean: You're so lucky to live in such a beautiful city filled with so many museums and a zoo!

Anna: What? D.C. has a zoo?

Jean: Yes, and it's beautiful. You've lived here for so long and you haven't been to the zoo?

Anna: I've never been to D.C.'s zoo. I've never been to any zoos!

Jean: You have never seen zoo animals?

Anna: I grew up on a farm, Jean. I've known farm animals my whole life.

Jean: But the zoo has **lions** (makes sound of lion roaring) and **elephants** (makes sound of elephant trumpeting) and **zebras** (makes no sound)! If you have never seen a real, live elephant, you must. They are so **majestic**.

Anna: I will. I will! (*writes list*) There. I've written my own must-see zoo animal list!

Jean: Have fun at the zoo and thanks, Anna!

Anna: Have fun at the museums, Jean! And thank YOU!

Anna: This has been awesome! And I have seen every animal on my list! Jean, the tourist, helped me see more of my city. But where have I seen her before?

Oh well. Until next time ...

New Words

American Indian - *n.* a member of any of the first groups of people living in North America or South America. The members of these nations are also called Native Americans or by the name of their tribal nation, as in "a member of the Navajo tribe."

animal - *n.* a living thing that is not a human being or plant

U.S. Botanic Garden - *n.* a large public garden in Washington, D.C. where plants are grown in order to be studied

elephant - *n.* a very large gray animal that has a long, flexible nose and two long tusks

lion - *n.* a large wild cat that has golden brown fur and that lives mainly in Africa

majestic - *adj.* large and impressively beautiful

own - *v.* to have (something) as property or to legally possess (something)

plant - *n.* a living thing that grows in the ground, usually has leaves or flowers, and needs sun and water to survive

science - *n.* knowledge about or study of the natural world based on facts learned through experiments and observation

sculpture - *n.* a piece of art that is made by carving or molding clay, stone, wood or metal

suggestion - *n.* an idea about what someone should do or how someone should behave

zebra - *n.* an African animal that looks like a horse and has black and white stripes covering its body

zoo - *n.* a place where many kinds of animals are kept so that people can see them



elephant



lions



plant



sculpture



zebra



U.S. Botanic Gardens



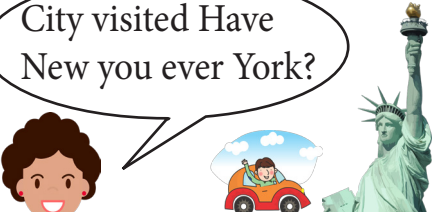

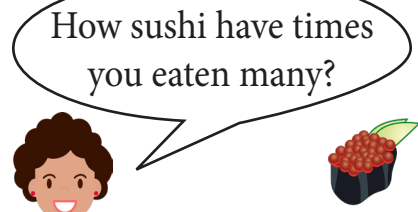

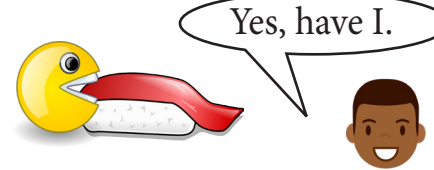
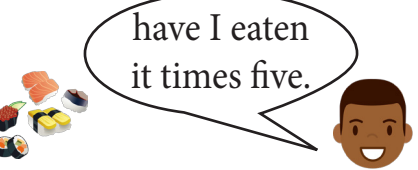
Museum of the American Indian



Smithsonian's Hirshhorn
Museum Sculpture Garden



National Zoo

<p>City visited Have New you ever York?</p> 	<p>eaten you sushi ever Have?</p> 	<p>How sushi have times you eaten many?</p> 
<p>Have you ever visited New York City?</p>	<p></p>	<p></p>
<p>I, No haven't.</p>  <p>No, I haven't.</p>	<p>Yes, have I.</p> 	<p>have I eaten it times five.</p> 


Now ask each yes or no question to your classmates until you find a someone who answers yes to them. Try to find a different person who answers yes for each question. Write their name in the spaces provided. Then create follow up questions. Write the follow up questions and the answers people give in the spaces provided.

Hi Amy! Have you ever lived in a country other than your home country?

Yes, I have.

Where have you lived?

I've lived in England.



Questions	Names/Answers
Yes/No: Have you ever lived in a country other than your home country?	Amy
Follow up: Where have you lived?	She's lived in England.
Yes/No: Have you ever been to an art museum?	
Follow up:	
Yes/No: Have you ever seen a real elephant?	
Follow up:	
Yes/No: Have you ever visited a public garden?	
Follow up:	

Answers for above

Have you ever visited New York City? No, I haven't; Have you ever eaten sushi? Yes, I have.; How many times have you eaten sushi? I have eaten it fives times.

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.