

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 49: Operation Spy!

Objectives

- Students compare the present perfect verb tense with the past and present tenses
- Students practice reacting to information
- Students learn to pronounce the reduced forms of has/have with the present perfect verb tense
- Students practice the strategy: *Find Practice Opportunities*

Materials needed

Download the Activity Sheet for Lesson 49 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 49](#) before this lesson.

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

Ask students what they know about spies. "Have you read a book or seen a movie about spies? What kinds of things do spies do?"

Instruct students to tell their neighbor their answer, then raise their hands to share their answer.

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

- secretly watching or listening to others
- hiding and sneaking in dark places
- writing or reading secret messages

Refer to the list you and the students have created, and explain, "In today's lesson, we are going to learn along with Anna about what spies do."

Introduce the topic of the learning strategy, *Find Practice Opportunities*. "The other thing we're going to learn about today is practicing the things we want to learn. Outside of this class, where and when do you practice using English? 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 go to an English club," "I talk with a friend," and "I watch movies and TV programs in English."

Write students' responses on the board or shared screen. Say, "Anna's boss wants her to learn about spying. Why do you think that is? Maybe Anna is going to do a children's show about spies. Let's see what Anna does when she is practicing doing spy things."

Teach the new words for this lesson, using the list of words found at the end of the lesson. You can use the first part of the Speaking Practice video to help teach the new words and their pronunciation.

Explain that, in this lesson, students will also compare the present perfect verb tense with the past and present verb tenses. The end of this lesson's Speaking Practice video also compares these tenses.

Present: Compare present, past, and present perfect tenses

If you have multimedia capability in your classroom, play the video for [Lesson 49 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 Ms. Weaver.

(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 or Ms. Weaver talk about doing spy things. Write them on the board or a shared screen:

- spies sometimes sneak down air ducts
- spies use their brains
- spies have to be in good shape

Ask students to find the places in the conversation where Anna or Ms. Weaver use a different verb tense to talk about the same spy actions. For example:

- Ms. Weaver: ...spies sometimes sneak down air ducts. (present tense)
- Anna: I have never snuck down an air duct (present perfect)
- Anna: I sneaked down an air duct. (past tense)

Explain, "This helps us to see the different forms of the verb.

Sometimes learners are confused by the present perfect tense.

When you compare it to the present tense and past tense you can

better understand the way we use it. Remember, in the last lesson, we learned that we use the present perfect:

1. To talk about an action in the past that is important in the present
2. To talk about repeated actions with words like "many times"
3. With the prepositions "for" or "since" in phrases like "for the past two years" or "since last night"
4. With the adverbs "ever" and "never"

When we do our activity today, notice the different verb tenses that you use.

Present 2: Find Practice Opportunities

Introduce the strategy *Find Practice Opportunities* by asking, "Do you think you can learn English just in the time you're in class?"

Give students time to respond.

Explain that it is hard to learn a language only during class time. Students need to spend a lot of their own time reviewing and practicing the language to become fluent.

Conclude, "We're going to talk today about things you can do to practice English outside of class. That will make it easier for you to *find practice opportunities.*"

Practice

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

Explain, "Look at the examples at the top of the sheet. Each sentence shows something you can do to practice English. The first one is, 'She called her English partner yesterday at 3:00 pm.' She is practicing her English by talking with a conversation partner on

the phone. Notice how the timeline shows one event in the past. So the sentence uses the past tense. Now look at the next two timelines. Fill in the blanks with words from the box to the left." Have students individually complete the second and third sentences.

When students have finished, ask several volunteers to read their sentences. Point out that the second sentence, 'Our English club has met three times' is in the present perfect, and the timeline shows three events in the past. "These students are practicing English by getting together in a club." Ask what the third sentence should be. The correct response is, 'You watch English movies sometimes.'" Point out, "This student watches movies to practice listening to English."

Instruct students to get up and move around the classroom and ask three other students what they do to practice English. They should write the activity on the timeline, and mark it with an X showing the time of the activity, depending on the tense of the sentence they write. Set a time limit and call students back to attend to you as a class. Ask several students to share what they learned about how their classmates practice English by reading the sentences they wrote aloud. If time allows, have students write some of them on the board. Then, talk about any questions that come up. Comment on the many different activities that can be done outside of class to practice English and encourage students to keep practicing on their own to increase their proficiency.

Self-Evaluate

Remind students of the strategy for this lesson. "Think about the strategy: *Find Practice Opportunities*. Do you think you will be able

to practice outside of class more often? Can you think of other things you want to learn where you can use this strategy?" Have students write in their learning journals or in an 'exit pass' what they learned about the strategy in class today.

Expand

Explain that, "You can use the strategy, *Find Practice Opportunities*, when you are learning other things besides English. For example, learning a musical instrument requires practice. Doing sports requires practice. Even relaxing exercises like yoga are better with practice. In our next class, I'd like to hear about what you practiced."

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 compares the present, past, and present perfect verb tenses.

The [Pronunciation Practice video](#) teaches how Americans pronounce the reduced forms of "has" and "have" in the present perfect verb tense.

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 49: Operation Spy!

Anna: It is no **secret** that Washington, D.C. has **spies**. Well, it should be a secret because spying is secret. But it's not a secret. There's even a spy museum! The International Spy Museum has created an amazing **collection** of spy things! And today, we will see them! My boss, Ms. Weaver, has sent me here ... on a **mission**!

Ms. Weaver: Hello, Anna, are you there?

Anna: That's her. Yes, **Agent Peacock**. This is Agent **Flamingo**, reporting for **duty**.

Ms. Weaver: Agent what? Look, Anna ... I mean, Agent Flamingo, I want you to learn all you can about spying.

Anna: You mean, collect **intelligence**?

Ms. Weaver: Yeah, it's for our new show -- "D.C. Secrets."

Anna: You've got it, Agent Peacock. The mission is safe with me.

Ms. Weaver: Oh, okay, great. Just be back by noon.

Anna: Agent Peacock, I'm at an **air duct**!

Ms. Weaver: Yes, spies sometimes **sneak** down air ducts.

Anna: I have never **snuck** down an **air duct**. It's dark and small. I'm afraid of dark, small places.

Ms. Weaver: You can do it, Agent Flamingo. You know, spies aren't afraid of a little darkness.

Anna: Right. It's just an air duct -- a dark, small air duct. Okay. I'm doing it, Agent Peacock! I am sneaking down a long, dark, small air duct. I'm having a little trouble **breathing**.

Ms. Weaver: Just keep going, Agent Flamingo. Think of the team!

Anna: Okay, I will think of the team. I'm thinking of the team, Agent Peacock! I did it! I did it! I sneaked down an air duct. That was a little uncomfortable.

Ms. Weaver: Good!

Anna: What's the next mission?

Ms. Weaver: Umm ... have you ever **cracked** a code?

Anna: No.

Ms. Weaver: Well, go learn. Spies use their **brains**.

Anna: Got it! I've never cracked a code before. Let's try, Agent Flamingo! This is really hard. I'm still trying to crack the code. I've cracked the code! I've cracked the code, Agent Peacock! My brain really hurts.

Ms. Weaver: Great. Umm, Agent Flamingo, now answer this question: Do spies have to be in good **shape**?

Anna: "Yes," Agent Peacock! Spies have to be in really good shape! Can you hear me?

Ms. Weaver: You're breaking up, Flamingo.

Anna: The International Spy Museum is awesome! Agent Peacock, I **completed** the mission!

Ms. Weaver: Great. Great. Now, I have another very important mission for you.

Anna: Got it. See you back at **H.Q.**!

Ms. Weaver: Yummy! You brought my lunch! Thanks, Agent Flamingo!

Anna: Mission completed. Agent Peacock!

(Amelia makes a face.)

Ms. Weaver: Don't ask.

New Words

agent - *n.* a person who tries to get secret information about another country or government

air duct - *n.* a duct or pipe for air to flow through to the rooms of a building

brain - *n.* the organ of the body in the head that controls functions, movements, sensations, and thoughts

breathe - *v.* to move air into and out of your lungs

code - *n.* a set of letters, numbers or symbols that is used to secretly send messages to someone

collection - *n.* a group of interesting or beautiful objects brought together in order to show or study them

complete - *v.* to finish making or doing (something)

crack - *v.* to find an answer or solution to (something)

duty - *n.* something that is done as part of a job

flamingo - *n.* a tall wading bird with mainly pink or scarlet plumage and a long neck and long legs

H.Q. - *abbrev.* **headquarters** - *n.* a place from which something (such as a business or a military action) is controlled or directed

in shape - *idiom.* to be physically strong and in healthy condition

intelligence - *n.* secret information that a government collects about an enemy or possible enemy

mission - *n.* a task or job that someone is given to do

peacock - *n.* a male peafowl, which has very long tail feathers that it can spread like a fan

secret - *n.* a fact or piece of information that is kept hidden from other people

sneak - *v.* to move quietly and secretly in order to avoid being noticed

spy - *n.* a person who tries secretly to get information about a country or organization for another country or organization



Flamingo



Peacock



air duct



Use the words in the word bank to complete the sentences describing the timelines below. Then ask three friends questions about how they practice their English using the past, present perfect or present tenses. Write their answers in the empty boxes and then mark correctly on the blank timelines below to show when the events happened.



Now

Word Bank

called	She	English
sometimes	has	times
club	watch	at

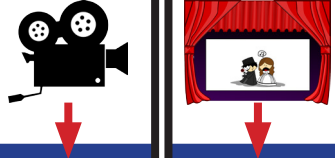
She called her English partner yesterday at 3:00pm.



Our English _____ met three _____.

How do you practice your English?

I have read many English books.



You _____ movies _____.

Answers for above

She called her English partner yesterday at 3:00pm.
Our English club has met three times.
You watch English movies sometimes.

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.