



## 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 16: Where Are You From?

### Objectives

- Students learn how to talk about countries, nationalities, and languages, and tourism activities
- Students learn to use the strategy, *Monitor*
- Students learn how to interrupt politely and request information

### Materials needed:

- Activity worksheet (included at the end of this lesson plan)
- Cut-out cards with names of countries from this lesson plan. Cut along each row and fold over to show flag on one side and country on the opposite side. Or, create your own images of flags of nearby nations (or students' countries of origin) and written examples of relevant languages (available from <http://www.omniglot.com/>) Three countries and languages are shown at the end of this lesson plan.

Students may be assigned the web-based homework of viewing the videos for Let's Learn English Lesson 16 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 one student, "Do you like to travel?" Give students the opportunity to answer. Continue, "What do you like to do when you travel?" Write student answers on the board or shared screen. Possible answers may include, "Visit museums," "See memorials and monuments" and "Go to parks."

Ask, "When you travel, do people ask you about your home country? What do you say about your nationality, or where you are from?" As students answer, write the names of countries they originate from and nationalities they mention on the board or screen.

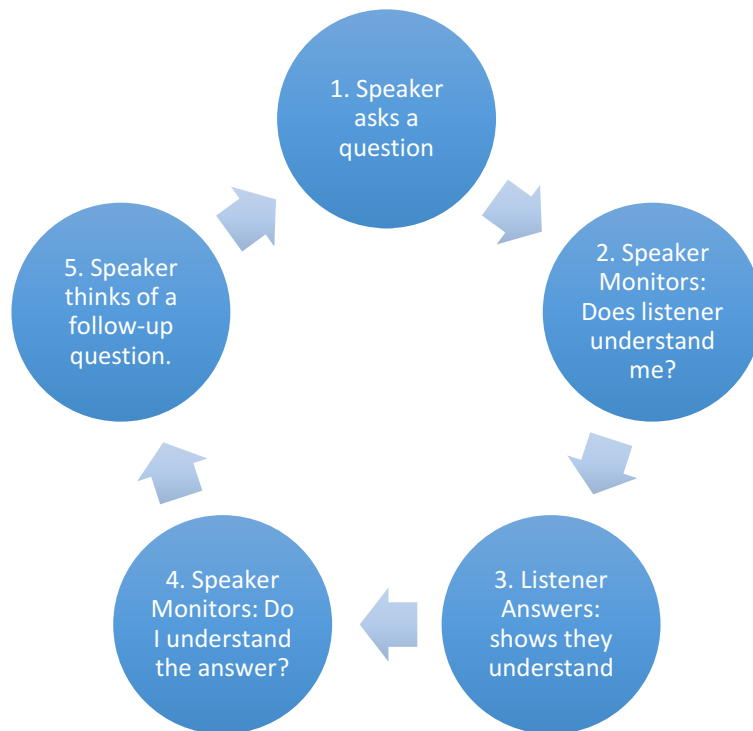
Continue, "When we travel, we talk about other countries, nationalities, and languages. Let's learn how to do that in English today. We will also learn how to use the strategy *Monitor* when we talk about these subjects."

**Present: "Monitor"**

If you have multimedia capability in your classroom, prepare to play the video for Lesson 16 of Let's Learn English. Tell students that the video will show Anna interviewing people from different countries.

Have students repeat when the video pauses. If you do not have multimedia in your classroom, ask four students to come to the front of the room. 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 happens when Anna asks a question?" Give

students time to answer. Possible answers may be, "People stop to talk with her," and "The person answers the question." Point out that often Anna asks a second question. "She has to listen to the answer to her first question before she asks her next question. What do you think happens in her mind?" Encourage students to think through the process. Draw or show the following image on the board:

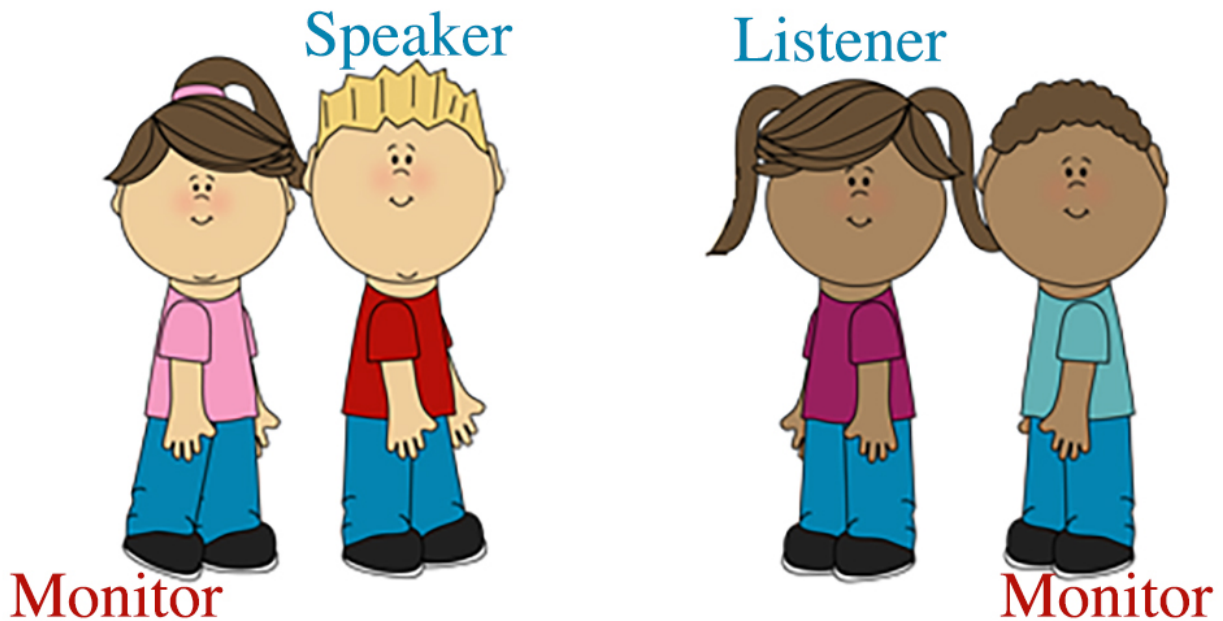


Point to each step of the cycle as you explain to students, "This is what happens in your mind when you ask a question. You watch, or *monitor*, the listener, to see if they understand your question. If they do, they answer it. Next, you *monitor* as you hear the answer. Do you understand it? What can you ask now? All of this happens so fast we are usually not aware of it. But as good language learners we can *monitor* to help us be more confident and more fluent in conversations."

Explain the role play as follows. "We're going to slow down the quick thoughts, and pretend we can hear and see what is inside your head

when you use English. Can I have four volunteers to help?"

Have four students come to the front of the class. Have two students stand face to face. Have one of the other students stand behind each student, so that they are arranged like this:



Tell each pair of students their roles. The students facing each other are the Speaker and the Listener. The students behind them are acting as Monitors. Tell the pair on the left: "You are the Speaker. You will start the conversation. Remember how Anna begins? She says, 'Excuse me, do you have time to answer a couple of questions?' That is a polite way to begin."

Turn to the student behind the Speaker. "You are the Monitor for the Speaker. You will check what the Speaker understands."

Tell the pair on the right: "You are the Listener. You listen to the question and think of an answer. You are the Monitor for the Listener. You check on what the Listener understands."

- Give the Listener a card with a country name on it. Tell them to not show it to the Speaker.

- Give the Speaker the card with the question "Where are you from?" on it.
- Tell the students playing the role of Monitor they will be checking understanding of the students in the middle. Tell the Listener to wait for the Monitor to tell them to answer the question.
- Tell the Speaker to ask the question. Remind the Speaker to begin politely: "Excuse me..."
- Have the Listener's Monitor ask the Listener, "Do you understand?" The Listener should nod if they understand.
- Tell the Listener's Monitor to let the Listener answer. The listener should answer using the card you gave them.
- Have the Speaker's Monitor ask the Speaker, "Do you understand the answer?"
- The Speaker should nod. Tell the Speaker to ask the next question, "What do you like about (country)?"
- Encourage the Listener's Monitor to check understanding of the question and to tell the Listener to answer. Have the Speaker's Monitor listen to the answer and tell the Speaker to respond. The Speaker can say, "OK, thank you" to end the conversation.
- Turn to the class and ask, "Do you understand now what the "Monitor" is doing? Thank the students who helped with the role play and have them return to their seats.

Tell students, "When we are talking about countries and nationalities today we will *monitor* to help ourselves speak more fluently. Let's try it."

**Practice:**

Have students form groups of four. Hand out one set of the cards below to each group of four students.

<b>Where are you from?</b>	<b>What do you like about _____?</b>
	<b>Bangladesh</b>
	<b>Italy</b>
	<b>China</b>
	<b>Honduras</b>

	<b>Nigeria</b>
	<b>France</b>
	<b>Vietnam</b>
	<b>Mexico</b>
	<b>United States</b>
	<b>Cambodia</b>



Have each group of students divide into the four roles: Speaker, Listener, and two Monitors. Have each group practice asking questions using one of the cards picked at random. Then instruct the students to change roles until each person has been in the role of Speaker, Listener, and Monitor.

Call the class back together and have one or two groups act out the conversation at the front of the classroom.

## **Practice 2**

Hand out the Activity Sheet to all students. Instruct students, "Look at the Activity Sheet. Fill in the names of the countries in the spaces on the sheet. Then follow the instructions. Ask three classmates where they are from. If all students are from the same country, have them use the cards to choose another country. Then ask what they like about the country. Remember the polite way that Anna begins. 'Excuse me, do you have time for an interview?' or, 'Excuse me, do you have time for a couple of questions?'"

Tell students, "Be sure to *monitor* yourself when you ask and answer the questions."

## **Self-Evaluate**

Ask students what they think about the strategy, *Monitor*. Did they understand the questions and answers well? Are they more confident about speaking 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 *Monitor* to help you  
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learn in other areas – for example, when you study math, you can monitor whether you understand a new formula or method. You can check by working out the problem a different way. You can monitor in two ways. One is your own understanding. The other is someone else's understanding – are you being understood? You can use monitoring when you speak in English. Ask yourself, "Is the other person understanding me?" You can tell by their face or their responses. Give it a try the next time you speak English, 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 saying one's nationality in two different ways. Have students try the [Quiz](#) to see if they understand the ways questions are asked in this lesson.

The [Pronunciation Practice](#) video teaches how to ask "tag questions." These are short questions at the end of a sentence.

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>

## Let's Learn English Lesson 16: Where Are You From?

Anna: Hello! Washington, D.C. has many **tourists**! People from different **countries** come here. Today, my job is to **interview tourists**. I have to learn why they come here. This is very exciting! Excuse me. I'm Anna Matteo from The News. Do you have time for an **interview**?

Sabrina: Sure, I have time.

Anna: What is your name?

Sabrina: My name is Sabrina.

Anna: What **country** are you from?

Sabrina: I'm from Bangladesh.

Anna: So, you are **Bangladeshi**.

Sabrina: That's right! My **nationality** is **Bangladeshi**.

Anna: Do you like Washington, D.C.?

Sabrina: Yes! The city is very beautiful!

Anna: What do you like to do in Washington D.C.?

Sabrina: I like **history**. So, I like walking around and looking at all the **monuments** and **memorials**. They make **history** come **alive**!

Anna: Washington has many **monuments** and **memorials**. The Washington Monument is behind us! Which is your **favorite**?

Sabrina: I *really* like **Lincoln Memorial**. It is very beautiful. And it feels like **Abraham Lincoln** is still alive.

Anna: Awesome. Thank you for your time, Sabrina!

Sabrina: You're welcome.

Anna: Let's find another tourist. Oh! Excuse me. I am Anna Matteo from The News. Do you have time for a couple of questions?

Louis: Sure!

Anna: Are you from Washington, D.C.?

Louis: No, I'm not.

Anna: What is your name and where are you from?

Louis: My name is Louis. And I'm from China.

Anna: What languages do you speak?

Louis: I speak **Chinese** and English.

Anna: What do you like about Washington DC?

Louis: I like the **museums**. I *really* like the **art museums**.

Anna: Many of the museums are **free**.

Louis: I like that too!

Anna: Awesome! Thanks for your time, Louis.

Louis: You're very welcome. Bye!

Anna: Now, let's find another tourist!

Anna: Hello! I am Anna Matteo from The News. Do you have time to answer a couple of questions?

Mehrnoush: Sure!

Anna: What is your name and where're you from?

Mehrnoush: My name is Mehrnoush. I am from **Iran**. I'm **Iranian**.

Anna: What language do they speak in Iran? Is it Persian?

Mehrnoush: They speak **Farsi**.

Anna: What do you like to do in Washington, D.C.?

Mehrnoush: Well, I like learning about **government** and **politics**.

Anna: Washington has many politicians!

Mehrnoush: It does! I want to see the **U.S. Capitol**.

Anna: Look, you are very near.

Mehrnoush: I am!

Anna: Have fun!

Mehrnoush: Thanks!

Anna: There you have it. Tourists from all over the world come to Washington, D.C. They all like doing and seeing different things in the city. This is Anna Matteo reporting for The News. Until next time!

Anna: Is that okay? Awesome! Now, I want to do my **favorite** thing in the city ... **ride** the **carousel**!

## New Words

**Abraham Lincoln** – *n.* the 16<sup>th</sup> President of the United States

**alive** – *adj.* living; not dead

**art** – *n.* something that is created with imagination and skill and that is beautiful or that expresses important ideas or feelings

**carousel** – *n.* a machine or device with a moving belt or part that carries things around in a circle

**country** – *n.* an area of land that is controlled by its own government

**couple** – *n.* two (things) or a few (things)

**favorite** – *n.* a person or a thing that is liked more than others

**free** – *adj.* not costing any money

**government** – *n.* the group of people who control and make decisions for a country, state, etc.

**history** – *n.* the study of past events

**memorial** – *n.* something (such as a monument or ceremony) that honors a person who has died or serves as a reminder of an event in which many people died

**monument** – *n.* a building, statue, etc., that honors a person or event

**museum** – *n.* a building in which interesting and valuable things (such as paintings and sculptures or scientific or historical objects) are collected and shown to the public

**nationality** – *n.* the fact or status of being a member or citizen of a particular nation

**question** – *n.* a sentence, phrase, or word that asks for information or is used to test someone's knowledge

**politics** – *n.* activities that relate to influencing the actions and policies of a government or getting and keeping power in a government

**ride** – *v.* to sit on and control the movements of (a horse, motorcycle, bicycle, etc.)

**tourist** – *n.* a person who travels to a place for pleasure

**U.S. Capitol** – *n.* the building in which the U.S. Congress meets in Washington, D.C.

### Countries/Nationalities/Languages



**Bangladesh** – *n.* a country in Asia

**Bangladeshi** – *n.* a native or inhabitant of Bangladesh.

*adj.* of, relating to, or characteristic of Bangladesh or its people.

বাংলা (Language: Bengali)

**China** – *n.* People's Republic of, a country in E Asia.



**Chinese** – *n.* the standard language of China, based on the speech of Beijing; Mandarin; a native or descendant of a native of China.

*adj.* of or relating to China, its inhabitants, or one of their languages

中文



**Iran** - *n.* a republic in SW Asia.

**Iranian** - *adj.* of or relating to Iran, its inhabitants, or their language; of or relating to the Iranian languages.

*n.* a subbranch of the Indo-European family of languages, an inhabitant of Iran; Persian.



**Farsi** - *n.* the modern Iranian language of Iran and western Afghanistan, written in the Arabic alphabet; modern Persian.

**Persian** - *adj.* of or relating to ancient and recent Persia (now Iran), its people, or their language.

*n.* a member of the native peoples of Iran; the principal language of Iran and western Afghanistan, in its historical and modern forms.

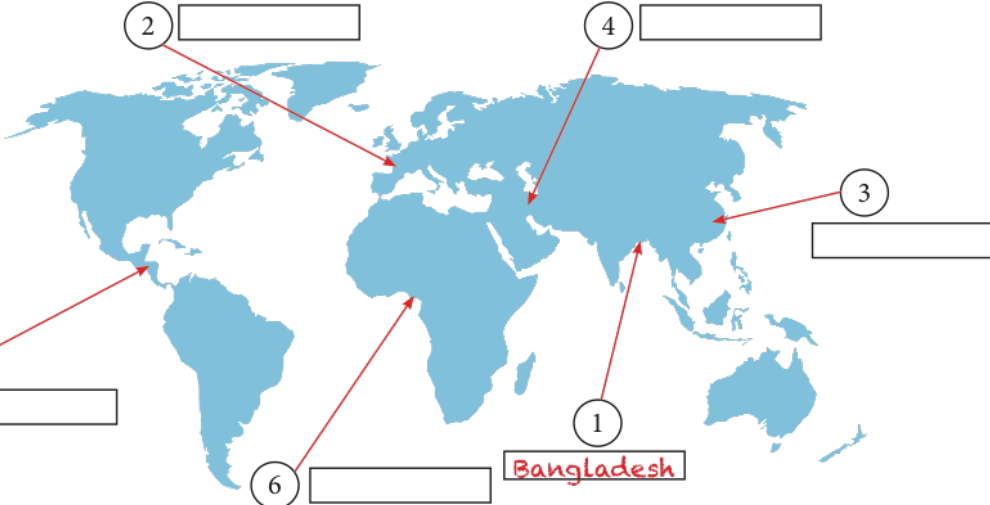
# Lesson 16 Activity Sheet



First, write the name of the countries in the correct spaces on the map below. Next write the nationality of the people who live in those countries next to their flag. Then ask three friends where they are from and what they like about their countries.



- Countries:  
 Bangladesh  
 China  
 Honduras  
 France  
 Iran  
 Nigeria



1 Bangladesh

2 \_ r e \_ \_ h

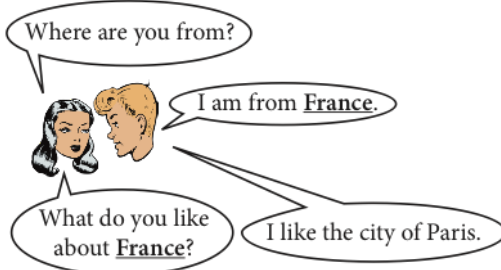
3 C h \_ \_ \_ \_ e

4 I \_ a \_ i \_ n

5 \_ i g \_ \_ i a n

6 H \_ n d u \_ \_ n

Write the answers from your friends here.



Name	Nationality	What they like about their country
example	French	He likes the city of Paris.

Answers for above:

1) Bangladesh / Bangladeshi ; 2) France / French ; 3) China / Chinese ; 4) Iran / Iranian ; 5) Honduras / Honduran ; 6) Nigeria / Nigerian



## **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.