



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 28: I Passed It!

Objectives

- Students learn about giving a reason or excuse
- Students learn how to apologize
- Students practice using the BE verb in the past tense
- Students practice using imperative verb forms
- Students practice the strategy, *Self-Talk*

Materials needed:

Activity sheet at the end of this lesson.

Students may be assigned the web-based homework of viewing the videos for Let's Learn English Lesson 28 before this lesson.

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

For younger students, ask, "How many of you have parents that drive a car (or boat or motorbike depending on the context in which you teach)? How about your brothers or sisters? Do you want to learn how to drive? Why or why not?"

For older students, ask, ""Do you know how to drive a car or a motorbike (or a boat)? Do you remember how you learned how to drive? What was the experience like?"

In large classes, let students turn to their neighbor to answer the questions. Ask several students to share what they said.

Explain that in the U.S., people can get a driver's license at age 16, even if they do not own a car. There are two tests, one in writing and the other in the car.

Ask, "How do you feel when you learn something new, like driving a car, riding a bicycle, or swimming?" Write some student responses on the board or a shared screen. Possible answers may be: *nervous, afraid, excited, proud, happy, hopeful*.

Continue, "What do you do if you are nervous or afraid?" Let students respond and write their answers next to the previous list.

Explain, "Some people use a strategy called *Self-Talk*. It helps them to be more relaxed and sure they can do what they are learning. And you can practice speaking English by talking to yourself in English!"

Tell students that by the end of the lesson, they will learn more about

the strategy, *Self-Talk*, and learn how to use imperative verb forms.

Present: "Self Talk" & Imperative Verb Form

If you have multimedia capability in your classroom, play the video for [Lesson 28 of Let's Learn English](#). Have students repeat when the video pauses. If you cannot play multimedia, have three or four students come to the front of the class and act out the conversations between Anna and Marsha and between Anna and John (the driving test administrator).

(If possible, give students a transcript of the conversation from the end of this lesson, so they can look for the examples on paper.)

Ask students what they think of Anna's problems passing the driving test. Do they think she will be a good driver in Washington, D.C.?

Point out that John, the driving test administrator, uses a special verb form when he tells Anna what to do. Write these phrases on the board, underlining the imperative verbs:

Please start the car.

Please, stop pushing the gas pedal!

Explain, "John is using the imperative verb form. It is like the simple present tense verb form for 'I.' For example, 'I start the car.' Look for another example of this form in the conversation." (Show the conversation on a shared screen or let students refer to the printed transcript.) Here are the other examples of the imperative:

Okay, when you are ready, turn.

Look first!

Please don't yell at me!

Look out for that car! Brake! Brake!!

Explain to students that Anna used *Self-Talk* when she was taking the driving test. Ask students to look for the time Anna used *Self-Talk*. Show it on the board or a shared screen:

Okay, Anna, start the car. Started the car. Good job, Anna.

Ask students, "Do you think using *Self-Talk* helped Anna feel better? Why or why not?" Listen to students' responses. Summarize by saying, "*Self-Talk* is like other strategies. It is something you can choose to do and, if it helps you, you can decide if you want to use it again. You can use *Self-Talk*, too, any time you need more confidence in using English. Let's try it today."

Practice 1

Have two students come to the front of the room to demonstrate the activity. Give them the Activity Sheet from the end of this lesson. Explain, "We're going to practice the imperative verb form and *Self-Talk*." Speak to one student: "Imagine you are giving a driving test. Tell [other student's name] to open the door."

Student A: "Open the door and get inside."

Instruct Student B: "Now I want you to use *Self-Talk*. Do you know how to open a car door and get inside? Of course! This is the easy part of the test. But for practice today, let's pretend you need to

encourage yourself (or be more confident). And you can practice speaking English at the same time. Tell yourself you can open the door and get inside. Use your body to show us what you are doing." (Gesture to student opening a car door and sitting on a chair as if sitting in a car seat.)

Student B: "Okay. I can do it. I am opening the door. (gestures opening a car door) Now I am getting inside."

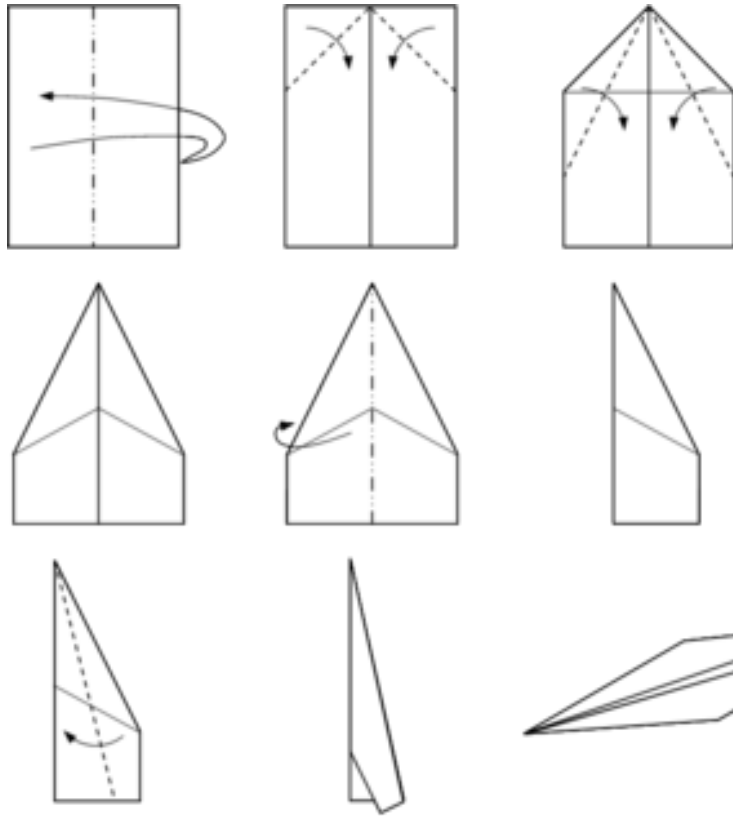
Ask students, "What should be next?" Elicit student ideas. Have Student A use the imperative: "Check your mirrors."

Encourage Student B to respond with *Self-Talk*.

Student B: "I know how to check the mirrors. I am checking the mirrors."

Thank students and have them return to their seats. Ask the class to form pairs, then continue to complete the top part of the Activity Sheet. After most pairs have completed the top section, call for volunteers to demonstrate the set of instructions for reserving a table at a restaurant and making pasta.

Move to the lower portion of the activity sheet. Ask students to give an example of something they know how to do. Use the example to write a set of instructions on the board with the imperative verb form. Here are steps for making a paper airplane: (demonstrate)



- Take a piece of paper.
- Fold the paper in half.
- Open the paper. Fold in one corner.
- Fold in the other corner.
- Fold the paper in half on each side and throw it.

Give students time to complete this part of the pair practice. Circulate around the room and

remind students to use the *Self-Talk* strategy to respond to the commands in the imperative.

Present 2

If time allows, continue the practice, or use another class period to introduce the apologies and excuses shown in the conversation.

Explain, "Sometimes we have to apologize, or say we are sorry for doing something. Listen to this part of the conversation:

John: Please, stop pushing the gas pedal!

Anna: Sorry.

Anna is making John nervous by pushing the gas pedal too many times. Anna says 'Sorry.' Can you find another time when someone says 'Sorry?'"

Students should find this exchange in the transcript:

Anna: Please don't yell at me!

John: I'm sorry. I was afraid.

Explain to students, "John knows he should not yell at Anna. After he says, 'I'm sorry' he gives her a reason for yelling. In many cultures, people sometimes give a reason, or an excuse, when they apologize. He says he was afraid. Now let's try apologizing to our partners."

Practice 2

Have students sit with a new partner. Instruct them to take turns telling their partner to do something such as "stand up, sit down, open a book, open the door," etc.

Tell the other partner to say "Sorry, I can't stand up/sit down/ open the door..." and give a reason why they can't.

Give an example: "I can't stand up because my legs are tired."

Circulate among the students as they take part in the pair work. Listen to their commands and responses and choose some to share with the class. Have them share the command and the reason they gave for not obeying the command.

Self-Evaluate

Ask what students think about the strategy, *Self-Talk*. Did using *Self-Talk* help them to respond to the instructions or commands? Can they 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 *Self-Talk* to help you learn in other classes. You don't have to talk aloud when you use *Self-Talk*. You can talk to yourself silently. When you are doing something new, *Self-Talk* can help you be more confident, try new things, and remember how to do them well. Give it a try the next time you try something new, 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 the imperative verb form.

The [Pronunciation Practice](#) video teaches how American English speakers make the sound longer when saying "well" to show they are giving an unexpected answer.

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.

Download the [Activity Sheet for Lesson 28](#). Have students work with a partner to complete the activity.

Let's Learn English Lesson 28: I Passed It!

Anna: Hello! **Guess what** this is! This is my driver's license! I **passed** my driving test!

Today, I rented a car so I can drive around Washington, D.C. You can see more of the city this way. Marsha!

Marsha: Anna, did you get your driver's license?

Anna: I did! But it was not easy.

Marsha: Why? What happened?

Anna: Well, you know, I can drive farm **equipment** really well. But I was really nervous driving in Washington, D.C. traffic!

Marsha: Did you pass the test the first time?

Anna: Well...no. But I did pass the second time.

Marsha: What happened during the first test?

Anna: It started fine...

John: Okay ... Anna. Is your **seatbelt** buckled?

Anna: Yes, sir!

John: Great. Please start the car.

Anna: (to herself) *Okay, Anna, start the car. Started the car.
Good job, Anna.*

John: Why are you talking to yourself?

Anna: I am a little nervous. When I'm nervous, I talk to myself.

John: You don't need to be nervous.

Anna: Listen to that engine!

John: Please, stop **pushing** the **gas pedal**!

Anna: Sorry.

John: Okay, when you are ready, turn.

Anna: Great!

John: Not now! You **almost hit** that car!

Anna: You said "turn!"

John: Look first! There were cars in the street.

Anna: Please don't **yell** at me!

John: I'm sorry. I was **afraid**.

Anna: You *were* yelling.

John: Look out for that car! **Brake!** Brake!!

Anna and John: Ahhh!

Anna: Why is everyone honking at us?

John: You were driving too slow! Anna, stay on the street!

John: Hands on the wheel, Anna.

Anna: What's that sound?

John: That, Anna, is the **police**.

Marsha: That sounds awful.

Anna: Yes, it did not go well. But, I **practiced** and passed the second time!

Marsha: Do you know where you want to take your first drive in

Washington, D.C.?

Anna: Yes! Let's go!

Anna: There it is ... the White House!

Marsha: Anna, you do you know you can't drive up to the **White House**, don't you?

Anna: Yes. No. I didn't know. I guess we walk from here!

Anna: Sometimes you can see more of Washington, D.C. in a car. If you want to see the White House, you need to walk. Until next time ...!

New Words

accident - *n.* a sudden event (such as a crash) that is not planned or intended and that causes damage or injury

afraid - *adj.* feeling fear

brake - *v.* to use the brake on a vehicle
- *n.* a device for slowing or stopping something (such as a wheel or vehicle)

buckle - *v.* to fasten (something, such as a belt) with a buckle

equipment - *n.* supplies or tools needed for a special purpose

gas pedal - *n.* a pedal in a vehicle that is pressed down to make the vehicle go faster

Guess what? - *expression.* a phrase used to build anticipation

pass / passed - *v.* to complete a test or a class successfully

police - *n.* the people or the department of people who enforce laws, investigate crimes, and make arrests

seat belt - *n.* a strap on a vehicle's seat that holds a person in the seat if there is an accident

tractor - *n.* a short, heavy truck that is designed to pull a large trailer

traffic - *n.* all the vehicles driving along a certain road or in a certain area

turn - *v.* to move in a particular direction and especially toward the left or right

turn signal - *n.* one of the lights on a vehicle that flash to indicate that the vehicle is turning left or right

White House - *n.* the place in Washington, D.C., where the U.S. President lives

yell - *v.* to say (something) very loudly especially because you are angry, surprised, or are trying to get someone's attention

Activity Sheet




Match each imperative verb with the correct sentence below. Then write the numbers 1 through 4 next to each of the groups of sentences to show the order of the steps for each activity.







How to start a car: 

1	Open the door and get inside	
	_____ the key and turn it.	
2	Buckle your seatbelt.	
	_____ your mirrors	

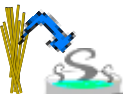
Buckle Insert Check Open

How to reserve a table at a restaurant: 

	_____ them your name	
	_____ the restaurant.	
	_____ them the time you want to come	
	_____ where you want to eat.	

Give Choose Tell Call

How to cook pasta: 

	_____ salt to the water.	
	_____ some water.	
	_____ the pasta in the water.	
	_____ how much pasta you want.	

Boil Decide Add Put

Now use imperative verbs to write the steps for something you know how to do. Next ask a friend about something they know how to do. Write the steps they tell you. Then let them ask you about the thing you know how to do. Tell them the steps to take.

Answers for above

How to start a car	1	Open the door and get inside
How to reserve a table at a restaurant	4	Give them your name
How to cook pasta	2	Add salt to the water.
	1	Boil some water.
	4	Put the pasta in the water.
	3	Decide how much pasta you want.
How to start a car	4	Check your mirrors
How to reserve a table at a restaurant	1	Choose where you want to eat.
How to cook pasta	3	Decide how much pasta you want.
	4	Put the pasta in the water.
	2	Add salt to the water.
	1	Boil some water.
	3	Decide how much pasta you want.

Something you know	Something your friend knows

How do you ride a bicycle?

First buy a bicycle. Then...



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.