



## 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 52: Taking Chances

#### Objectives

- Students learn new phrasal verbs
- Students review verb tenses
- Students see examples of discussing feelings and describing accomplishments
- Students learn to pronounce the blended form of "sit down"
- Students practice the strategy: *Evaluate*

#### Materials needed

Download the Activity Sheet for Lesson 52 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 52](#) before this lesson.

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

Ask students what they think of people who take risks. "Do you know someone who often tries new things?" Give an example of someone from your local culture or a famous person like Bill Gates, Richard Branson, Jeff Bezos, or Elon Musk. "When we talk about doing something that may have a good result, or may have a bad result, we call it 'taking chances.' What do you think about taking chances in your own life? Have you done it? Do you want to do it in the future?" Instruct students to turn to their neighbor and give their answer.

Give students time to discuss this. Ask for volunteers to share with the rest of the class. Explain, "In today's lesson, we are going to see Anna taking a chance on a new career."

Introduce the topic of the learning strategy, *Evaluate*. "The other thing we're going to talk about today is looking back at what we have done in the past, and what we want to do in the future. At the end of a school term, or the beginning of a new year at work, we often *evaluate* -- think about what we did well and what we can do better. How do you feel after learning English with Let's Learn English for one year? What parts help you to learn English? Did you like learning new strategies every week? Did you like the games and activities we did together?" Again, give students time to tell their neighbor their answer. Ask some volunteers to share their answers with the class.

Teach the new words for this lesson, using the list of words found at the end of the lesson. There are images from the video after the vocabulary list showing Anna in posters advertising the three kinds of movies she mentions. Show the posters and ask students to

name some other movies of the each type that they know. 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 learn some phrasal verbs. The end of this lesson's [Speaking Practice](#) video also explains phrasal verbs.

### **Present: Phrasal verbs**

If you have multimedia capability in your classroom, play the video for [Let's Learn English Lesson 52](#). 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 Kelly.

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

Introduce phrasal verbs. Explain, "Groups of two or three words that work as verbs are called **phrasal verbs**. They are made up of a verb and a preposition, an adverb, or both."

(If you want to write on the board or shared screen you can illustrate the concept as seen below. This is also in the Speaking video.)

VERB + adverb    |    VERB + preposition            |    VERB + preposition  
+ adverb

Ask students to find the places in the conversation when Anna or Kelly use phrasal verbs. Write them on the board or a shared screen:

- ... her acting career has really taken off.

- I had to find out what it was like to BE a tree in the world
- ...and how to get around the city.
- I'll make the movies and then come back

Continue, "With phrasal verbs in English, you may know the separate words, but still may not understand the meaning of the phrasal verb. That is because, when we put the words together, it changes the meaning. So, you have to learn these by reading them or hearing them." For example, you know the word 'find' and the word 'out.' But how do we learn what 'find out' means? One way is to guess from other words in the sentence. Anna says, 'I had to find out what it was like to be a tree...' Can you guess what she means?" Give students a chance to talk with a neighbor about the meaning. Ask for a volunteer to give their guess. Respond. "Yes, we can guess that it means something like 'learn,' because she says the phrase 'how to...' after the phrasal verb, 'find out.' In our activity today, we will practice using these phrasal verbs."

## **Present 2: Evaluate**

Point out how Anna used the strategy *Evaluate* by asking, "At the end of the conversation in this lesson, what does Anna talk about? Give students time to respond. Possible answers may be:

- That her family is proud of her
- How she was not happy about her life recently
- The fact that she has taken chances
- How she will never stop trying

Explain, "Can you say in one word what she is doing?" Give

students a chance to say what they think. Respond to students and confirm, "Anna was evaluating her recent life here. When we evaluate, we think about what we have done, what has happened to us, and what we want for our future. How does that connect to learning English? You can evaluate yourself, of course, by asking, "Am I looking for all of the ways I can practice outside of class?" You can also evaluate the strategies you are using to learn. Ask yourself, "Am I using the strategies I learned in class? Which ones help me the most with learning English?" If you have listed strategies somewhere on the wall of your classroom, refer to the list. Or show the pages listing strategies from the end of this lesson on a shared screen.

Conclude, "We're going to practice evaluating today while we are using the new phrasal verbs."

### **Practice**

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

Explain, "At the top of the sheet, complete the phrasal verbs by writing a verb, an adverb, or a preposition in the blanks."

When students have finished, ask several volunteers to read the phrasal verbs aloud. Check understanding by having volunteer students use each one in a sentence.

Introduce the second activity. "Let's imagine that we will make some movies, just like Anna." Have students form pairs for the activity. Ask two students to stand at the front of the room to demonstrate.

"First, let's listen to the sample conversation." Have the volunteer

students demonstrate. Continue, "Did you notice them using the strategy Evaluate in their conversation?" Point out the phrases, 'I like animals' and 'I like science.' "What were the phrasal verbs they used? (*get around* and *find out*) Could they use another phrasal verb? For example, you could say, 'If I am in a science fiction movie, I will *watch out* for aliens.' Now, think about your own strong points. What do you like to do? What kind of movie would you like to be in? Tell your partner, then make a sentence with a phrasal verb, too. Write your sentences below the picture."

Check to see if the pairs are able to make sentences about the movie genres. Remind students to *evaluate* as they think about their strong points.

Answer any questions that came up as they did the activity.

### **Self-Evaluate**

Remind students of the strategy for this lesson. "Think about the strategy: *Evaluate*. Do you understand why it's important to evaluate ourselves? Can you think of other times when 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, *Evaluate*, when you are learning other things besides English. For example, when you are playing music, you can record yourself and listen to evaluate how you sound. When you are playing a game, sometimes you *evaluate* by thinking, 'How well did I play? And how can I play better the next time?' In our next class, I'd like to hear about a time when you evaluated outside of English class."

## **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 about phrasal verbs.

The [Pronunciation Practice](#) video teaches how Americans pronounce the blended form of "sit down."

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 52

### Taking Chances

Anna: Hello, it's Anna! I did it - Washington, D.C. is my home.

Looking back over the past year, I've done so many amazing things! I have met people from all over the world. I've made many good friends. And I have a great job! And I've taken a lot of chances. And now I have some really big news! Wait for it... and 3, 2, 1...

Kelly: Hello and welcome to "Around the Corner and Across the Street from the Actor's Studio!" Many people dream of becoming actors. But very often, those dreams don't come true. Well, today we will meet a woman and -- her acting **career** has really **taken off**. In fact, she acted in my play, "The Woods Are Alive!" Oh! She really brought the part of Tree Number 15 to life! Let's give a warm welcome to Anna Matteo!

Anna: Thank you. Thank you so much for having me here.

Kelly: Please, please, sit down. Here, here, let me help you.

Anna: Thanks. Thanks. Wow, it is great to see you again, Director Kelly!

Kelly: It's great to see you too, Anna. I see you are still wearing your tree costume. Does this have anything to do with your big news?

Anna: Yes. Yes, it does.

Kelly: Well, Anna, please **share** that news with us.

Anna: Kelly, I will be acting in three movies.

Kelly: That is amazing! Anna, tell us more.

Anna: Well, the first is a **science fiction** movie. The second is a **romantic comedy**. And the third is an **action** movie.

Kelly: That is so great! Let me guess -- you're playing a tree in all of them!

Anna: Yes! This is what happened. To prepare for your play, I had to **find out** what it was like to BE a tree in the world! I had to

find out where to eat, where to shop, where to meet people and how to **get around** the city.

Kelly: Amazing. I think big things are going to happen for you, Anna. So, tell me, will you be moving to Hollywood for a career in movies?

Anna: No. I'll make the movies and then **come back**. Washington, D.C. is my home.

Kelly: I'm sure your family is very **proud**.

Anna: Yes, they are. You know, Kelly, not too long ago, I didn't feel very good about my life. I had to make a change. So, I took some **chances**. Sometimes I succeeded. Sometimes I **failed**. But I will never stop trying.

Kelly: Well, thank you for sharing your news and so much more with us, Anna.

Kelly: Until next time ...

## New Words

**action movie** - *n.* a movie with events that happen quickly and that cause feelings of danger and excitement

**bring to life** - *phrase.* make or become active, lively, or interesting

**career** - *n.* a job or profession that someone does for a long time

**come back** - *phrasal verb.* to return to a place

**fail** - *v.* to not succeed or to end without success

**find out** - *phrasal verb.* to learn (something) by making an effort

**get around** - *phrasal verb.* to go, walk, or travel to different places

**prepare** - *v.* to make yourself ready for something that you will be doing or something that you expect to happen

**proud** - *adj.* very happy and pleased because of something you have done, something you own, or someone you know or are related to

**romantic comedy** - *n.* a movie or play that deals with love in a light, humorous way

**science fiction** - *n.* a kind of story about how people and societies are affected by imaginary scientific developments in the future

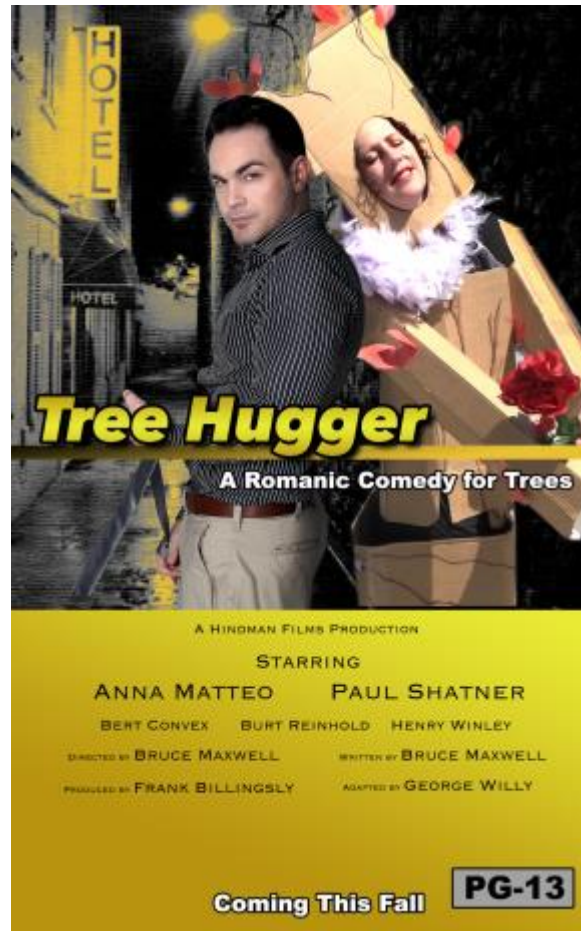
**share** - *v.* to tell someone about (your feelings, opinions, or thoughts)

**take chances** - *phrase.* to do things even though there could be good or bad results

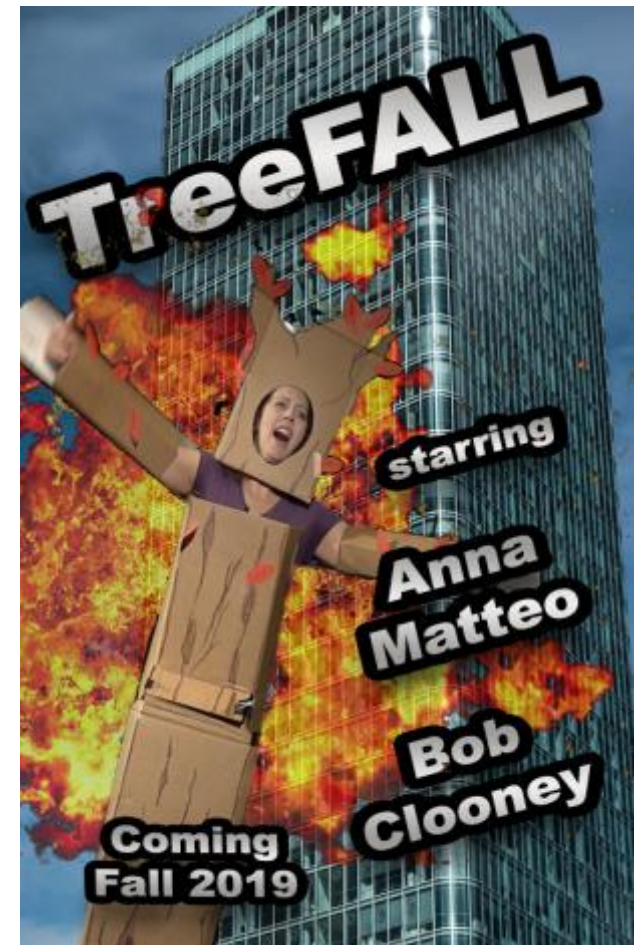
**take off** - *phrasal verb.* make great progress



Science Fiction Movie



Romantic Comedy



Action Movie

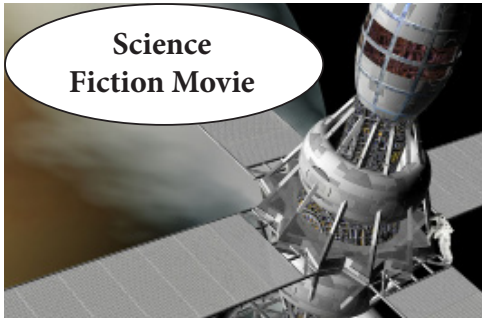


Make phrasal verbs by writing a verb, adverb or preposition in the blank. Use the words in the box below.

watch out \_\_\_\_\_ back \_\_\_\_\_ out \_\_\_\_\_ around take \_\_\_\_\_

find    come    out    off    get

What kind of movie star would you like to be? Evaluate your strong points. Choose a kind of movie. Tell your partner about what you will play in the movie. Then use a phrasal verb to talk about the movie. Write the sentences you say in the boxes below the pictures.



Science Fiction Movie

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Action Movie

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I like animals. So I will be a cowgirl in a Western movie. I can get around on a fast horse.



I like science. So I will be a scientist in a science fiction movie. I'm going to find out about other worlds.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Romantic Comedy



Western

Answers for above

take off; find out; come back; get around

## **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.