LESSON PLAN # 3 _ Etienne Robin

Date and Time: Monday, April 9th, 2018. 1:30 PM – 3:30 PM
Institution: XXXXXXXXXX
Class: ELS 500 English for Communication
Level: Intermediate
Resources:

- Textbook and audio recordings: "Real Talk 2 – Authentic English in Context" by Lida Baker and Judith Tanka (2007)
- Vocabulary Words PowerPoint
- YouTube clip from Pixar's Coco (18 seconds) https://www.youtube.com/watch?v=RVNE60SFPpw&t=18s
- Vocabulary Worksheet
- Stress and Linking in Phrasal Verbs Handout
- Phrasal Verb Cut Outs

Technology:

- Laptop, digital projector, screen, students' smartphones

Unit: Chapter 3: In the Money
Lesson: Part 3 (pages 72 – 75) Borrowing and Lending Money
Learning Outcomes:

- Students will be introduced to concepts and language related to lending and borrowing.

Learning Objectives:

- Students will practice vocabulary relating to lending, and borrowing, and work out their meanings through listening to an audio recording of a woman discussing her views on lending and borrowing, and through participating in pair and class discussions.
- Students will identify and practice using stress and linking in phrasal verbs through vocabulary exercises.

Lesson Stage/Activity	Skill	Materials	Special Instructions	Estimated Timing	Teacher Notes
Warm Up	Speaking	YouTube clip	1.) Greet the class and introduce the topic of borrowing, and lending. Show YouTube clip. Ask class "What are some things you borrow? What are some things you lend?" Have students brainstorm ideas and write them on the board.	5 mins	
Introduction	Speaking		1.) Divide students into their pairs. 2.) Have students go over discussion questions. (write these on the board before class starts). - "Do not lend or borrow money from a friend, because if you do so, you will lose both your friend and your money." What do you think of this quote? Do you agree? - In your family, community, or culture, where do people normally go if they need to borrow money? A bank? A family member? A friend? One's employer? (pg. 72) Circulate the classroom and check in on the groups.	15 mins	
Pre-Listening	Vocabulary	PowerPoint Vocabulary worksheet	1.) Introduce new vocabulary with PowerPoint slides. Have students repeat words a couple of times. 2.) Have student's complete vocabulary handout. Then get them to compare their answers in pairs, and then go over answers as an entire class.	20 mins	
Listening I	Listening for main ideas	Textbook Audio recordings	1.) Before having students listen to audio recording first time (p.73), review what "small claims court" is as well as context of audio recording. (who's speaking (write Singletary's name on board), what the topic is, etc.) 2.) Allow students to listen a second time but let them use their transcript at the back of the book. 3.) Have students share their answers in small groups. Then go over answers as an entire class.	20 mins	
Break				10 mins	

Listening II	Listening for details and inferences	Textbook Audio recordings	1.) Have students listen to audio recording and answer questions on page 74. 2.) Let students listen a second time but let them use transcript at back of book. Then have students share their answers in pairs, then with the entire class.	20 mins	
Post-Listening	Speaking, Writing	Stress and Linking in Phrasal Verbs Handout Textbook Phrasal verb cut outs	1.) Give students handout and explain stress and linking in phrasal verbs. 2.) Get students to practice saying the words after they hear them (p. 75) 3.) Hand out one separable and one inseparable phrasal verb to each pair and have them create a sentence with it. Then have them write their sentences on the board. Demonstrate with an example. “run back” + “turn on”	25 mins	
Closure			1.) Announce to students that for next class they will be doing their third evaluation (a conversation about financial advice).	5 mins	