**LESSON PLAN TEMPLATE**

Your Name: **STUDENT A**  
Location: **La Universidad Equinoccial Quito, Ecuador**  
Type of School: **University**

Grade: **Intermediate English Class**  
Name of Class: **English II**

Level of Class: **Beginner to Intermediate**  
Number of Students: **25**

Total Length of Class (minutes): **55 Minutes**

### PRE-PLANNING FOR THE LESSON
(Expand the size of the boxes if needed.)

<table>
<thead>
<tr>
<th>Topic of Class</th>
<th>Going to the Bank</th>
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<tbody>
<tr>
<td><strong>Overall Goal</strong></td>
<td>To allow the students to easily facilitate, and understand an interaction at a bank or financial institution.</td>
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</table>
| **Specific Objectives** | • Fully understand the vocabulary that goes along with interacting at a bank.  
• Understand the objectives of going to a bank and be able to achieve their financial goals.  
• Understand what the employees of banks and financial institutions are saying and be able to have the communicative competence to respond accordingly. |
| **Prior Knowledge**  | • Students have learned present simple tense, present progressive, present perfect progressive, past simple and past progressive  
• Students have learned introductions, an assortment of vocabulary, and goodbyes.  
• Students have learned articles, adjectives, verb conjugations and questions. |
<p>| <strong>Materials and Resources</strong> | Handouts include fill in the blank questions, comparison questions, and true/ false questions regarding a handout read by the students out loud. From my experience there wasn’t always a computer in classes in South America so I decided to avoid reliance on a smart classroom. I also have a $15 coffee shop gift certificate to encourage a creative response for the end of class skits. |</p>
<table>
<thead>
<tr>
<th><strong>Key Vocabulary</strong></th>
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<tbody>
<tr>
<td>List new words or phrases that the learners may encounter in the lesson.</td>
</tr>
<tr>
<td>To save, to charge, to cash, to spend, to deposit, to invest, to pay, to borrow, to request, to lend, to withdraw, a check, a loan, a bill, an expense, a debt, an investment, an ATM, a credit card, a savings account, a checking account, a manager, a teller, a banker, and cash.</td>
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<thead>
<tr>
<th><strong>Assessment</strong></th>
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<tbody>
<tr>
<td>What evidence (formal or informal) will you collect or watch for to monitor the effectiveness of the lesson?</td>
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<tr>
<td>Due to the fact that it is a mostly vocab centered lesson plan, I am using a mostly deductive approach with post lesson handouts to help apply the newly acquired information. I will have handouts determining the effectiveness of the absorption of vocabulary and then have the students do an interactive skit in front of class where one student is a teller and the others are customers and require them to use a number of the vocab words learned in today's lesson.</td>
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### LESSON SEQUENCE:
(Add as many elements as you need any expand the size of the boxes as needed)

<table>
<thead>
<tr>
<th>Lesson Element *</th>
<th>Time (# of min)</th>
<th>Procedures (What Teachers and Students Do)</th>
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<tbody>
<tr>
<td>Attention builder/ warm up</td>
<td>7 min.</td>
<td>I will ask students to think about what they are saving their money for. I will go around the class and ask them what they are saving it for and why. Then I will ask them where their parents save their money and most will answer ‘a bank’.</td>
</tr>
<tr>
<td>Introduction/ presentation</td>
<td>5 min</td>
<td>I will explain that a bank is an important place where all people from all walks of life need to visit, and proceed to hand out the handout that I have created for today’s lesson. I will then have them repeat the vocab words with me in a choral repetition in order to make sure their pronunciation is correct.</td>
</tr>
<tr>
<td>Production- as a class</td>
<td>8 min</td>
<td>I will have them fill in the blanks on section A with their neighbors and then have them read me their answers as I call on them and have them explain why they chose the vocab word that they did.</td>
</tr>
<tr>
<td>Practice</td>
<td>4 min</td>
<td>By themselves, without neighbor help, I will have them do section B and then I will call on them to see if they can explain their reasoning for their answers.</td>
</tr>
<tr>
<td>Practice- pair work</td>
<td>10 min</td>
<td>I will have two students read the dialogue from section C and have the rest listen and follow along. Any misunderstandings or words that are mispronounced will be corrected by me in a friendly manner. I will then have them pair up and answer the true false questions on my handout. I will call on pairs and have them answer the questions and if false give the correct answer.</td>
</tr>
<tr>
<td>Practice- Group work.</td>
<td>10 min</td>
<td>Assign the class their groups of three so to save time and have them create a very short dialogue as required to in Section D. They must have one teller and two customers and each student must find a way to use their introduction skills and 3 vocab words. I don’t mind if the students use my dialogue as a framework because repetition leads to acquisition.</td>
</tr>
<tr>
<td>Presentation - group work</td>
<td>Rest of class ≈11 min</td>
<td>Students will present their quick dialogues and the most creative skit will be rewarded with a coffee house gift card. This is a fun activity that is encouraging interaction in English and is not graded too heavily.</td>
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* e.g., warm-up, presentation, production, practice, pairwork, groupwork, etc.

**Please Attach:**

- copies of any visual devices or handouts that you will use in the lesson
- a verbatim text of ½ to 1 page (double or single-spaced, per your preference) of the specific language you will use in one part of the lesson
- a write-up of 1-3 pages (double-spaced) explaining how your lesson corresponds to teaching and learning principles and guidelines that we have covered in the class

**Remember:**
• Select a particular location/age or grade level/level for the students (e.g., 7th grade beginning English students in China)

• Plan one course hour (approximately 50-60 minutes) appropriate to the group you are teaching

• Your lesson plan should focus on the teaching of language, speaking, and/or listening (reading and writing should not be the main focus)

• Your lesson should include both (a) some form of teacher presentation and (b) some form of student interaction.

• Any handouts or materials incorporating worked produced by others should include citations to original source
<table>
<thead>
<tr>
<th><strong>Rubric: Lesson Plan</strong></th>
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</thead>
<tbody>
<tr>
<td><strong>Outstanding (90-100)</strong></td>
</tr>
<tr>
<td>Pre-Planning Units are <em>very</em> specific, complete, internally consistent, and appropriate for the students involved and the goal of the lesson</td>
</tr>
<tr>
<td>Lesson Sequence is <em>very</em> detailed, pedagogically sound, and matches the goals and objectives of the lesson</td>
</tr>
<tr>
<td>Visual Devices or Handouts are <em>very</em> clear, thorough, engaging, and appropriate for the goal and objectives and level of the students</td>
</tr>
<tr>
<td>Verbatim Scripts demonstrate <em>highly</em> clear and appropriate presentation or instructions</td>
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<tr>
<td>Write-Up of Explanation shows <em>outstanding</em> understanding and application of language learning principles</td>
</tr>
<tr>
<td>Overall lesson is <em>very</em> interesting and effective for the student population and goals/objectives</td>
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Lesson Plan Script for Bank Lesson

T= Teacher
S=Student

Introduction- I chose the introduction to do my verbatim text on, because I think this is one of the most important parts of class. Students can become disillusioned very quickly in class if it is not started off in an interesting and motivating manner. I consider one of my strengths as a teacher to be my personal skills and will thusly try and start all my classes with some pertinent yet interesting banter to encourage my students to become a little more engaged in my lesson for the day. It also provides an inductive outlet for the coming lesson and keeps them thinking about the function of knowing about banks and banking.

T: Good morning class, another beautiful day we have here in Quito huh? So today is going to be another super fun day in Professor Bradley’s class but before we get started let’s talk a little to loosen the lips for our English. So my wife and I have been collecting or saving our money for a beach house down in Canoa for a while. I really want a place where I can go for the weekends and surf and eat some delicious seafood and of course my wife just wants a place to relax and enjoy the sunshine. We both grew up in California so we miss the ocean every now and then. What about you guys? What are you guys saving up for? Ramón?

S: Yeah, I have been collecting my money for a motorcycle.

T: Totally, Ramón likes to live the dangerous life huh? Yeah motorcycles are cool and a good thing to save your money for. They’re pretty expensive too right? So it’s not as if you can just go buy one whenever you want. Who else is saving their money to buy something? Luisa?

S: I’ve been saving for an Ipod.

T: Awesome, yeah IPods too are way too expensive these days huh? That’s the reason we save our money though right? To buy things we want but are too expensive to just by whenever we want. I would continue to call on students to keep them engaged for a while and then continue with….

T: Good (as I’m handing out the handout), so we’ve talked a lot about what we want to save for and you all have some excellent ideas about what to get, but now let’s talk about where we save our money. Some people save their money in a box, or in a drawer at their home, or some even just in their sock right? Most people however keep their money where class?

Class: In the bank.

T: Totally, so as we all know, everyone pretty much has to go to the bank from time to time so it’s important to know what to say to whom and when, when we get there. So today we’re going to have a little lesson about the bank. At the end of class we’re going to have some presentations about banking and the best group gets a super cool prize so, try and pay attention and don’t fall asleep on me so that you can get some free stuff. So here’s the vocab for today…..
Monetary Transactions and The Bank Vocabulary

To save
ahorrar

To charge
cargar, cobrar

Cash
en efectivo

To spend
gastar

To deposit
depositar, ingresar

To invest
invertir

To pay
pagar

To borrow
pedir un prestado(a)

To lend
prestar

To withdraw
retirar

Account
La cuenta

Teller
el/la cajero(a)

Banker
el/la banquero(a)

Savings account
la cuenta de ahorros

Checking account
La cuenta corriente (de cheques)

Debts
las deudas

Expenses
los gastos

Balance
la balanza

Loan
el préstamo

ATM
el cajero automatico

Credit Card
la tarjeta de crédito
A. Fill in the Blank Spaces With the Most Appropriate Vocab Term.

1.) The ________ stands at the window and helps the customer with their transactions.

2.) When you want to take money from your account you the teller to _____ it from your savings account.

3.) When the bank gives you $25,000, that you don’t have, to buy a car it is called a ____________.

4.) A person who is smart will open a __________ __________ to make sure they don’t spend all of their money.

5.) When walking around the city and now bank is in sight, a person can withdraw money from an ________ using their card.

6.) In order to save your money and become wealthy, it is important to _______ more than you ____________.

B. Explain the Differences Between the Two Vocab Expressions Below.

1.) Deposit/ Withdraw

2.) To Save/ To Spend

3.) Checking account/ Savings account
C. Read the Following Dialogue and Answer the Questions that Follow.

**Teller:** Good morning Sir, welcome America’s Bank, my name is Alex, how can I help you today.

**Customer:** Good morning Alex, my name is Thomas Bradley. Today I would like to **cash** this check and **deposit** $300 in my **checking account** and the other $1200 in my **savings account**. Is that possible?

**Teller:** Absolutely Mr. Bradley. It will only take a moment. It is good to see you **saving** your money. Very good, you now have deposited $300 in your checking account and $1200 in your savings account, anything else I can help you with today Mr. Bradley?

**Customer:** Yes Alex, actually I do. I was hoping you could tell me where the closest **ATM** was to the park in downtown and also if I could make a **payment** on my **credit card**?

**Teller:** No problem Mr. Bradley. The nearest ATM to the park downtown is at 1st and B Street at the Parkside Supermarket. ATM’s are super useful for making **withdraws** and **deposits** without going to the bank. I would also be happy to help you make that payment on your credit card. Will you be paying in **cash** or with a **check**?

**Customer:** Check. I wrote a check here for $200. Will that be ok?

**Teller:** Without a doubt Mr. Bradley. OK, I processed the check and the **balance** on your credit card is now only $400. Is there anything else I can do for you today Mr. Bradley?

**Customer:** I think that will be all Alex. Thank you.

**Teller:** Thank you Mr. Bradley, have a wonderful day, see you next week!

1.) True or False? Mr. Bradley deposited $300 in his savings account and $1200 in his checking account.

2.) True or False? The nearest ATM to the Downtown Park was at the plaza center at The University of California.

3.) True or False? Mr. Bradley paid off $200 worth of his credit card debt using a check.

4.) True or False? Mr. Bradley now only has a balance of $700 on his credit card?
D. Come up with your own dialogue! Get into groups of 3 students and create a 2-3 minute dialogue where one student is a teller and the other two students are customers. I want you to work on your introductions and include at least 3 vocab words for each student. It is ok to be creative and make it fun, the most creative and detailed group will get a special prize at the end of class.
Lesson Plan Write-up

For my lesson plan I decided to use a **task based lesson** revolving around interactions at the bank. I felt that the most effective lesson is one that is practical and helps the student with communicating in the English-speaking world. I decided to think to myself; ‘what were some of the most common situations in which a non-native speaker would find themselves in?’ I thought of the fact that most people have jobs and are thusly paid a salary. The question to follow would be; ‘where one would have to put that money?’ The bank is the obvious answer and therefore an important task for anyone learning English would be how to interact in a bank and how to obtain the **communicative competence** to function correctly in that setting.

When learning new vocabulary, it is often difficult to use a lesson plan completely comprised of inductive tasks. I decided that perhaps it was best to use a plan with a deductive approach. I tried to encourage some students to have a somewhat inductive approach, by addressing the idea of saving money and what to save for in the introduction. I feel this is a way to keep the students motivated and in touch with the functionality of the lesson. This allows me to also keep the students engaged and not have them bore too early in the class period. Using some transition language, I then move on to the heart of the lesson plan; the vocab.

From my experience, it is difficult to have daily access to the computer lab or to smart rooms in the area that I am teaching, so I decided to keep the handout in a tangible form. I attempted to use the **PPP** style of lesson format. The **presentation** part is the deductive laying out of the vocab. I include the Spanish definitions and have the students repeat back in choral repetition all the words we are learning for the day. Any questions would be addressed and we would discuss the idea behind each vocab word and why it’s important, if the function is not overly obvious. We would then move on to the **practice** part of the lesson by having the students fill in the blanks on a few questions. I wanted to have this be a large group part of the lesson because many students are still learning the
words and sometimes the answers may not be super apparent. I, my TA and some of the better students could then be assets to the class by walking around and discussing with the students what some of the options may be for particular answers. This will create an energetic and interesting learning environment that will lower the affective filter. We would continue the practice part of the lesson plan by having the students individually answer the questions in section B. These are easier questions, especially with the resources at hand and therefore I feel comfortable with the students working by themselves. I would then call on the students after a short time to ensure they understand the vocab and can differentiate between some of the antonymous words on the list. For the final part of the practice part of the lesson I would choose two of the more advanced students read the section C dialogue. The other students would be required to follow along and listen to the dialogue. They would then pair up with their neighbors and answer the true/false questions that follow. They are simple questions that allow the student to make logical connections even if the dialogue wasn’t completely understood. Although this dialogue may be somewhat advanced for an intermediate English class, it goes along with Krashen’s (I+1) theory and encourages the students to fully extend their English knowledge. I would call on the class and ask for the answers to the T/F questions, and give me the correct answer if the answer was false. For the final part of my lesson I would have the Production element come into play. I would require the students to get into groups of three, that I have already created for the sake of time saving, and create a dialogue with one student being a teller and the other two being customers. They must practice their already learned introductions and include at least three vocab words per student per interaction. I would encourage them to use my example as a framework and build from there. With the help of my TA and me they will have a few minutes to create the skits. The point of this exercise is to have a fun and interactive task that encourages functional communication for learners of English. This is a form of CLT where the communication learned in class is something that the students will use in real, everyday life. Additionally having a fun classroom environment will lower the affective filter, catalyze intrinsic motivation, and allow the acquisition of
language go more smoothly for the students. At the end of the presentations I will have a mock celebration crowning the most creative and thorough group with the prize of a coffee house gift card and tell them all they have done an excellent job and that I will see them next class period.