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| **Topic: Zimbabwe’s new currency is US dollars** |
| **Instructor: Dean Kim** | **Level: Upper Intermediate** | **Age: Adults** | **Number of Students: 14** | **Length: approx. 40 minutes** |
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| **Materials:*** **An actual bank note of Zimbabwean dollar and US dollar.**
* **Picture depicting various world currencies**
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| **Aims: SWBAT compare various world currencies and acquire the skill to purchase items in the shops at the airport.** |
| **Language Skills:** * **Listening- Ss listening to the article read by the teacher, each other when doing the role play and classmates during post-task discussion.**
* **Speaking- Customer asking for items to the shopkeeper and the latter answering questions from the former when Ss do their role play; expressing their opinions during the post-task discussion.**
* **Reading- the guideline entailing a few crucial steps when Ss design their role play script.**
* **Writing- Ss writing their own script for the role play.**
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| **Language Systems:*** **Lexis- vocabulary related to finance such as economy, market, exchange rate etc.**
* **Phonology- listening to the article read by the teacher.**
* **Function- making requests, asking questions.**
* **Disclosure- expressing opinions.**
* **Grammar- Correct use of pleural form. Please refer to the pre-task section.**
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| **Assumptions:*** **Ss are at an upper-intermediate level and thus know most of the world currencies.**
* **Ss are able to express their opinions in a coherent manner.**
* **Ss are used to working in pairs.**
* **Ss will actively participate in the role play.**
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| **Anticipated Errors and Solutions:*** **If time is running out faster than expected, the discussion at the end of the activity may end very quickly by asking only a few students about their opinions.**
* **If there is too much time left, the list of new vocabulary will be reviewed again to make sure that students fully understand the words.**
* **If students are unable to come up with creative dialogues for the role play, hint them ideas.**
* **If students find the article too difficult to understand, then summarize the article into simpler sentences.**
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| **References:****Scrivener, J. (2011). *Learning Teaching*. London, England, Macmillan Publishers.** **How to make a lesson plan. (n.d.). In Wikihow. Retrieved November 17, 2015, from** [**http://www.wikihow.com/Make-a-Lesson-Plan**](http://www.wikihow.com/Make-a-Lesson-Plan)**Strategies for effective lesson planning. (n.d). In CRLT. Retrieved November 17, 2015, from** [**http://www.crlt.umich.edu/gsis/p2\_5**](http://www.crlt.umich.edu/gsis/p2_5)**Kizlik B. (2005). Five common mistakes in writing lesson plans. Retrieved from** [**http://www.educationoasis.com/instruction/bt/five\_common\_mistakes.htm**](http://www.educationoasis.com/instruction/bt/five_common_mistakes.htm)**Zimbabwe’s new currency is US dollars. (n.d.). In Breakingnews english. Retrieved November 17, 2015, from** [**http://www.breakingnewsenglish.com/1506/150615-currency.html**](http://www.breakingnewsenglish.com/1506/150615-currency.html) |
| **Notes:**  |

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| **Pre-Task: Error correction and guiding questions.** |
| **Aims: Students’ interest will be aroused and attention will be gained regarding the topic.** | **Materials: The Zimbabwean and US bank notes, picture of world currencies** |
| **Time** | **Set Up** | **Student**  | **Teacher** |
| **5** | **Whole class** | * **Ss can see and feel the bank notes.**
* **Ss will subconsciously think about the guiding questions.**
* **Ss will give the reason why the error correction sentence is incorrect.**
 | * **The bank notes to be passed around.**
* **The picture will be stuck on the board.**
* **An error correction statement will be written on the board e.g. “Johnny would like to exchange fifty dollar”(Incorrect)**

**“Johnny would like to exchange fifty dollars” (Correct)*** **Guiding questions will be written on the board such as, “Is the country’s economy in a good or a bad state?”**

**“What other currency has the country resorted to besides American Dollar?”** |
| **Notes:** |
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| **Task Preparation: Listening script.** |
| **Aims: Students will have a clear understanding of the topic.** | **Materials: The listening script** |
| **Time** | **Set Up** | **Student**  | **Teacher** |
| **5** | **Whole class****Individually** | * **Ss will answer to the teacher’s eliciting questions.**
* **Ss will listen to the listening script read by the teacher.**
* **Questions can be asked for any unknown vocab. or understanding of the passage.**
 | * **The teacher will elicit by asking questions such as, “Have you ever exchanged local money (Korean Won) in to foreign money?”**

**“Where did you normally go to exchange the money?”*** **The listening script will be read aloud at a moderate pace.**
* **Any unexpected questions will be answered.**
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| **Notes: The URL for the listening script to be used is** [**http://www.breakingnewsenglish.com/1506/150615-currency.html**](http://www.breakingnewsenglish.com/1506/150615-currency.html) |
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| **Task Realization: Role play** |
| **Aims: Students use their creativeness to design a script so that they gain the experience of ordering items at the airport.** | **Materials: Stationery.** |
| **Time** | **Set Up** | **Student**  | **Teacher** |
| **15~20** | **Whole class****Pairs****Whole class** | * **Students will listen to the instructions for the role play.**
* **Students will get in to pairs.**
* **Students will write their dialogue for the role play.**
* **Each pair will act out in front of the class.**
 | * **Instructions for the role play will be told and written. E.g. “1. Get into pairs. 2. One person is the shopkeeper and the other is the customer. 3. Customer must ask in what currency they must pay. Etc.**
* **ICQs will be asked. E.g. “Are you getting in to groups or pairs?”**

**“How much time do you have to prepare?”*** **If a particular pair gets stuck in writing the dialogue, useful hints will be given such as “What kind of shop are you at?”**

**“What if the shop doesn’t accept the currency that you have? What will he/she say?*** **When most of the pair seems to be finished, tell them that “time’s up” and select a pair to do their role play. All the other pairs will have a chance to theirs as well.**
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| **Notes:** |
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| **Post Task: Discussion, feedback and homework.** |
| **Aims: Gain students’ opinions and check their understanding on the topic.**  | **Materials: Worksheets that’ll be given out at the end of the lesson.** |
| **Time** | **Set Up** | **Student**  | **Teacher** |
| **5~10** | **Whole class** | * **Express their opinions on the discussion question.**
 | * **Asking what the most difficult part of writing the dialogue was.**
* **Giving the discussion topic of “What factors could contribute to Zimbabwe’s or any other country’s, for that matter, to change their currency.” “Is changing the currency a good move? Are there any other alternative options?”**
* **Asking CCQs such as “Is hyperinflation good for the economy?”**

**“Can you use Euros in a Chinese shop?”*** **Giving a worksheet at the end of the lesson for homework.**
* **Greeting the students goodbye. Saying “see you tomorrow.” “Enjoy the rest of the week/weekend.”**
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| **Notes: See the attached worksheet at the back.** |