

LESSON PLAN			
Name: Tamarin Butcher	Date: August 4, 2025	Week: 3	TP number: 2
Lesson type: Listening	Level: Pre-intermediate	Length of lesson: 45 minutes	Number of students: 3-8
Lesson Aim(s): Specify your main aims and sub-aims, including any target language you aim to clarify Main aim: By the end of the lesson, students will have listened for gist and specific information in the context of spending money. Subsidiary aim: Ss will be better able to talk fluently about spending money Context: Shopping/spending money			Tutor: Appropriate lesson aims? (please circle) YES NO
Materials: Empower Pre Intermediate, Doff, Thaine, Puchta, Stranks, Lewis-Jones with Burton, 2015, CUP Unit 3A p. 31 Photos/Other materials: • PowerPoint Slides • PowerPoint Stock Images • Zoom • Teacher Generated Handout			Tutor: Sources acknowledged? (please circle) YES NO
Language Analysis (please highlight which one applies to your lesson): • Note: You must complete a language analysis for each lesson starting from TP3 a) a vocabulary analysis (at the end of this document) b) a grammar analysis (separate document) c) a functions analysis (separate document)			Tutor: Sufficient language analysis? (please circle) YES NO N/A
Comment on lesson plan and language analysis: Aims: Procedure: LA: Materials: Strengths: • Points to work on (Action points): • Trainer's overall comment:			
Overall grade for this lesson: BELOW AT standard for this stage of the course			
Tutor Signature:			

Assumptions: <i>What do you expect the students will already know about the language/content of your lesson?</i> • Students may be able to talk about the present using present simple fairly appropriately. • Students may feel comfortable talking about spending and shopping in English, given their level of proficiency. • Students might have enough vocabulary to extend their answers in the context of the lesson. • Students may feel more at ease in small groups/pairs now that they know each other better.	
Anticipated problems (skills and classroom management – NOT language. E.g. problems with timing, grouping, instructions, topics, logistics, etc.) 1. Students may still be hesitant to communicate in BORs. 2. Students tend to arrive late and leave early. 3. The listening for gist stage may take longer than the listening for detailed information task. 4. Stronger students may overshadow weaker students/students may join who are too weak or strong for a pre-intermediate class.	Solutions to these problems: 1. I will script my instructions carefully and give careful thought to BORs, particularly the first one, before teaching. 2. I will keep a close eye on the waiting room, let late students in quickly and add them to BORs (if needed) right away. I will re-share any materials/screenshots needed for the BORs first. I need not mention students who leave early, but I will keep an eye on the size of the student group in order to make sensible decisions about, e.g., the number of breakout rooms. 3. Like in 1 above, I will carefully script my instructions and give careful thought to the BORs. 4. I will call on specific students, strong and weak, throughout the lesson to ensure that everyone has a chance to speak. I will encourage confident students by having them model answers with me.
Personal Aims - What action points from your previous lesson(s) are you working on? 1. Give clearer instructions by scripting them (along with ICQs) in advance, and sticking to the script. 2. Carefully plan BORs for every stage of the lesson, excluding vocabulary pre-teaching. 3. Review timing to avoid running over and to ensure that you properly complete all stages.	Where are these on your lesson plan? What is your strategy to improve in these areas? 1. These are explicitly listed at all relevant moments in the LP. The script is also copy-pasted AS-IS to the PPT Notes, ensuring that instructions are identical in both places I may look for them. 2. BORs are listed in all stages of the LP, with carefully scripted instructions. I will also give the BORs more thought to ensure there are not too many questions, etc. 3. Timing is broken up in the Procedure column as well as being listed in the Time column.

Time	Interaction	Stage Name	Stage aim	Procedure	Trainer's Comments
5 min 7:15 – 7:20	T – Ss T <-> Ss S <-> S WC	Lead-in	To engage students in the context of spending money	“Hello everyone! Welcome to my second lesson! I’m looking forward to it.” - Lead-in opening script: (0.5 minutes) “Today we will do another listening exercise. Look at the question on screen. PPT Slide 1. Congratulations! You won a lot of money! What would you buy? <i>Animation</i>. For example, If I won a lot of money, I would buy a house for my mother and LOTS of books.” “[Strong Student], what is one thing <i>you</i> would buy if you had a lot of money?” - Discussion prompt (0.5 minutes) - PPT Slide 1 “In small groups, you will talk about what you would buy if you had a lot of money.” “You will have 2 minutes to talk.” “Take a screenshot of the question. I will also put the question in the Chat. <i>Put screenshot in Chat</i>. Does everyone have the question? [Name? Name? Name?]” - Possible ICQs: “[Name], what will you talk about in small groups?” What we would buy if we had a lot of money. “[Name], how much time will you have to talk?” 2 minutes - BORs (2 minutes)	

				a. Monitor BORs, <u>note language used for final stage.</u> 5. Feedback (2 minutes) a. “Welcome back, everyone!” b. “[Name], tell me what another student in your group said?” <u>1-2 students only.</u>	
3 min 7:20 – 7:23	T <-> Ss	Blocking vocabulary	To help students with challenging words	1. “Thanks everyone! Let’s look at some words about spending money. <u>Read vocab list.</u> Match the words or phrases on the left to the correct meanings on the right. PPT Slide 2. <u>Animate – meanings appear one at a time.</u> [Strong Student], here is the first meaning: To keep your money so you can buy something with it in the future. Which vocabulary item does this match?” <u>Continue until all words are defined.</u> (3 minutes) a. Spender: Someone who spends money. b. Borrowing money: To get money from a person or bank that you will one day give back c. Special offers: Things sold for less money than usual d. Saving up: To keep your money so you can buy something with it in the future	
10 min 7:23 – 7:33	T <-> S S S <-> S WC	Listening for gist	To listen for global understanding	1. Instructions (2.5 minutes) a. “Now you are going to listen to audio where 3 people talk about how they spend money. PPT Slide 3. Before you listen, look at this picture.” b. “[Name], what do you see in this picture?” Three people who have been shopping. c. “Good. These are the 3 people who will talk about how they spend money. <u>Animation.</u> Person 1, 2, and 3.”	

				d. <u>Animation</u>. “One of these people is a big spender. They spend a lot of money.” e. “One of these people is a smart spender. They are careful with their money.” f. “One of these people is a non spender. They don’t spend money at all, if they can.” g. TT HO Ex. 1. <u>Share HO in Chat</u>. “I have shared a handout in the Chat. Does everyone have the handout? [Name? Name? Name?]” h. “Look at Exercise 1.” <u>Screenshare Ex 1 in HO</u>. i. “Take 1 minute to guess which person is a big spender, which person is a smart spender, and which person is a non spender. Write your answers in the handout.” j. Possible ICQs: i. “[Name], how much time will you have?” 1 minute ii. “[Name], are you working alone or in a group?” Alone iii. “[Name], which exercise are you doing?” Exercise 1 k. “Great. [Name] who do you think is a big spender? [Name], do you agree?” l. “[Name] who do you think is a smart spender? [Name], do you agree?” m. “[Name] who do you think is a non spender? [Name], do you agree?” 2. Students listen to audio individually. (3.5 minutes)	
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				a. “Listen to the audio. Take notes. Check if your answers are correct. Who is a big spender? Who is a smart spender? Who is a non spender?” b. “The audio is 3 minutes long.” c. Possible ICQs: i. “[Name], are you listening or speaking?” listening ii. “[Name], will you take notes?” yes iii. “[Name], how long is the audio?” 3 minutes d. Students listen individually. PPT Slide 3. <i>Play audio.</i> 3. Instructions: (0.5 minutes) a. “Now you will check your predictions in small groups. You will have 2 minutes to discuss your answers.” b. Possible ICQs: i. “[Name], are you speaking or writing?” speaking ii. “[Name], how many minutes do you have?” 2 minutes 4. BORs (2 minutes) a. Monitor BORs, <i>note language used for final stage.</i> 5. Feedback (1 minute) a. “Were your answers right? [Name], which person is a big spender? [Name], do you agree?” <i>Animate answer.</i> PPT Slide 3. <i>Repeat until all answers are given.</i>	
6 min	T – Ss S	Listening for specific info	To listen for specific information	1. Instructions: (0.5 min)	

7:33 – 7:39	S <-> S WC			a. PPT Slide 4. TT HO Ex. 2. “Look at exercise 2 in the handout. It is also on the screen. [Name], can you see exercise 2? [Name]? [Name]?” b. “Listen to the audio again. What is each person saving their money for? Do these people like to borrow money? Why or why not? The audio is 3 minutes long.” c. Possible ICQs: i. “[Name], will you listen to the audio again?” Yes ii. “[Name], what questions are you answering?” What is each person saving for? Do these people like to borrow money? 2. Students listen to the audio individually. (3 min) 3. “Discuss your answers in small groups. Do you agree with each other? You will have 3 minutes.” a. Possible ICQs: i. “[Name], what will you discuss?” Our answers to the questions in Exercise 2. 4. BORs (2 minutes) a. Monitor BORs, <i>note language used for final stage.</i> 5. Feedback (0.5 minutes) a. PPT Slide 4. <i>Animate correct answers as they are given.</i> b. “Great. [Name], what is person 1 saving for?” A car c. “[Name], does person 1 like to borrow money?” No, he doesn’t want to owe money to the bank.	
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				d. “Great. [Name], what is person 2 saving for?” For when he is older e. “[Name], does person 2 like to borrow money?” No, when he can’t afford something, he doesn’t buy it f. “Great. [Name], what is person 3 saving for?” Nothing g. “[Name], does person 3 like to borrow money?” Yes, she likes to just buy what she wants whenever she wants it	
6 min 7:39 – 7:45	T – Ss S <-> S WC	Follow-up - Production	To develop oral fluency	1. Instructions (0.5 minutes) a. “Great! Now it’s your turn to talk. PPT Slide 5. TT HO Ex. 3. Do you agree with the three speakers? <u>Read the 3 statements</u>. Do you like to owe money? Do you think it’s important to save for when you’re older? Do you think it’s important to worry about money?” b. “Discuss these questions in small groups. You will have 3 minutes.” c. Possible ICQs: i. “[Name], what will you be talking about? Whether we agree with the speakers. ii. “[Name], how many minutes do you have?” 2 minutes 2. BORs (3 minutes) a. Monitor BORs, <u>note language used for final stage</u>. 3. Feedback (2 minutes) a. “[Name], do you agree with the speakers? [Name], did you give the same answers? Why or why not? What about you,	

				[Name]?" <i>Continue eliciting until all students have given their opinions.</i>	
5 min 7:45 – 7:50	T <-> S	Feedback	To review language errors with the class	1. PPT Slide 6. Review language errors noted during BORs. Elicit as many answers as possible from students. (5 minutes)	
5-10 min 7:50 – 8:00	T – Ss S <-> S	Extension task	IF TIME: To further develop oral fluency	1. Instructions (0.5 minutes) PPT slide 7. TT HO Ex. 4. "Interview each other in pairs about your saving and borrowing habits. You can use the sentences in Exercise 4 in the handout to help you. You will have 3 minutes." - Possible ICQs: "[Name], what are you going to do?" Interview another students about saving and borrowing habits "[Name], which exercise from the handout can you use to help you?" Exercise 4 2. BORs (4 minutes) - Monitor BORs. 3. Feedback (3-6 minutes) "[Name], please tell me about [Partner]'s saving and borrowing habits. [Partner], please tell me about [Name]'s saving and borrowing habits." Repeat until everyone has spoken. 4. "Thank you all so much! That was a great lesson. Goodbye, for now. Your next teacher is Rose."	

Vocabulary Language Analysis Sheet

List the words/collocations/phrases you plan to teach or that may be problematic for learners in your lesson. Indicate the part of speech	How will you convey and check meaning? (Script CCQs with expected answers here if relevant)	Transcribe the pronunciation, indicate stress, and any issues with connected speech.	What problems might Ss have with the meaning, pronunciation, and form? What will you do if these arise in class?
Example: I <u>can't stand</u> it (verb phrase/collocation)	I will convey meaning using a cline. ☺ ----- ☹ --- x I'll elicit that x = I can't stand it CCQs Is it stronger or weaker than I don't like it? (Answer: Stronger) What is something you can't stand? (answers vary)	o O /kænt'stænd/ ('t' is usually softened or omitted or replaced with a glottal stop)	P1: Ss may think "I can stand it" = I like it. S1: CCQ - Can I say "I can stand it" when I like something? (Answer: No) P2: Ss may omit the object S2: Tell Ss it's a transitive verb and record on the board as a chunk
Word/phrase (and part of speech-form)	Convey and check meaning	Pronunciation	Problems and solutions (at least 2 per item)

