

CELTA Assignment 3 Resubmission

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For a receptive skills focused lesson I found a fun financial text to use in a strong upper-intermediate lesson plan on business. I will introduce the text, explain my choice, give some receptive and productive skills tasks, and then outline of 60 minute lesson plan.

Text and Rationale

I chose a snippet from Roger Lowenstein's foreword to "The Little Book of Value Investing" written by Christopher H. Browne. The text is about money management, specifically a brief description of value investing. The text is short, well written and I believe it will be accessible for the students. There are some new vocabulary terms, but those can be understood in context. The most difficult part is a section in parentheses referring to a separate section of the text. This may be confusing, but it will be good for them to learn how-to handle confusing textual references.

This text is relevant for a lesson on business. Investing is an important part of business for companies and individuals in America. Depending on their native land, English Language Learners may not be familiar with the idea of having your money work for you to get more money. Amongst the investing philosophies around, value investing is direct and simple. Essentially you buy businesses for less than they are worth and hang onto them. Obviously there is a chance they will find the text boring, but handled properly I believe the text can be interesting and relevant for students.

Receptive Skills and Task

To access the and to practice receptive reading skills, I have created two tasks. The first is a reading for gist (skimming) activity. Students will be given the handout "Value Investing Gist Activity", prior to reading. Taking an idea from Scrivner's "Top-down reading" chart (Learning Teaching, pg 170) students are asked to predict the definition of value investing before reading. After

skimming the text students should discuss whether their prediction was correct or not.

The second task will ask the students to read the text more thoroughly for detail. I will give them the handout “Value Investing Detailed Task” and 5 to 7 minutes to read the text again, mentioning this time should be “in detail”. The task has 5 questions for semi-difficult questions to answer, all of whose answers are in the text, save one, a trick question whose answer is “I don't know” because the answer is not in the text in front of them.

Receptive Skill + Task

Following the receptive skills task I will ask CCQs to make sure everyone can access the reading, such as

- “If I buy a \$10 stock for \$12 because I like it, am I value investing?” (No.)
- “If I buy a \$8 stock for \$6 am I value investing?” (Yes.)
- “Is value investing similar to buying new speakers for full price?” (No.)
- “Is value investing like buying new clothes during a big sale?” (Yes.)

Following the CCQ's I will handout, a productive writing task, “Value Investing Productive Task”. The task gets students practicing their writing skills and applying the ideas they have learned in the lesson about investing. Working individually, I will ask the students to answer a letter from their 18 year-old nephew Joey. On the board I will write his question:

Dear Aunt/Uncle,

How are you? I made \$1,000 from work this summer. What should I do with my money?

Love, Joey

I demo an example letter in the handout as a model for the students. Working individually, then the students should write a response to Joey. If they want they can apply the concept of value investing, but if they believe in an alternative investment philosophy they are free to follow their hearts. This activity will have them practice their writing skills and demonstrate comprehension of the business

lesson topic. For those that finish early or as a possible follow-up I could have them give Joey “bad” advice, e.g. spend on your money on partying. Upon completion pyramid feedback will be done as students check answers with pairs, groups and then the whole class.

Lesson Plan Outline

- Stage: Lead-in / Aim: introduce students to the topic of investing. (5 min)
 - I will tell the students we are talking about money today, and specifically “investing”. I will ask if they are familiar with the term, then try to get them to define it for me, leading to a short discussion about their thoughts on investing.
- Stage: Reading for gist. / Aim: Students practice global reading comprehension. (10)
 - Pre-teach some vocab like “securities” then give the students the “Value Investing Gist Task” handout.
- Stage: Reading for detail. / Aim: Students practice reading to comprehend details. (10)
 - Students complete the “Value Investing Detailed Task” handout.
- Stage: Clarification / Aim: Answer any ss questions and address any issues that have come up while monitoring. (5)
- Stage: Writing Task / Aim: Students practice productive writing skills. (20)
 - Students complete the “Value Investing Productive Task” handout.
- Extra activity ready, depending on time, e.g. discussion about the merits of value investing, or what are alternative ways to use your money. “Do you think value investing is good/bad?” or “What would be bad advice for Joey?”
- Stage: Error Correction / Aim: Fix errors I have notice while monitoring and answer any final questions. (7)

Bibliography

Scrivener, Jim. Learning Teaching. Oxford: Macmillan Education, 2005.