

Low-Level Learners



This packet includes...	Two lessons for “Love and Money” including: <ul style="list-style-type: none">• question formation activities• question card game• banking vocabulary
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We Are New York

A. Name of Episode & Lesson:

“Love and Money” Lesson One: Introduction to Episode and Question Words.

B. Developed by:

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C. Class Level: High Beginner to Intermediate

D. Duration: 3 hours plus

E. Lesson Objectives: By the end of the lesson, participants will be able to:

1. Identify Wh-question words
2. Form and answer Wh-questions

F. Materials:

- TV and DVD player
- *We Are New York* DVD with “Love and Money” episode
- butcher block paper or other large sheets of white paper
- colored or black markers
- tape
- Comprehension Questions Handout

G. Pre-Viewing: 45 – 60 minutes

Grammar Point: Wh-Questions

Part One

Ask the students if they know any Wh-question words. Write the words they give you and add any they don't so you have the five words: **Who, What, Where, When, Why** on the board. Ask the students what type of information is the answer for each question word. Write the answers: **person, thing, place, time or date, reason** next to the appropriate question word.

Write the following list on the board:

- | | |
|------------------|--------------------------------|
| 1. New York City | 6. because I like Italian food |
| 2. Paul | 7. in a restaurant |
| 3. 2009 | 8. water |
| 4. spaghetti | 9. 2 years ago |
| 5. my friend | 10. because I was sick |

Tell the students to copy the list into their notebooks and write a question word next to each type of information or answer in the list.

Part Two

Present the three different forms for making Wh-questions in the simple present and/or simple past. Write the forms on the board and give students time to copy the forms.

Question Form #1: Wh-questions (except Who) with all verbs except the verb BE
Wh-word + do/did + subject + base form of the verb + other information

Examples:

Where do you eat dinner?	Where did you eat dinner last night?
When do you eat dinner?	When did you eat dinner?
What do you eat for dinner?	What did you eat for dinner?
Why do you eat dinner at Cara Mia?	Why did you eat dinner at Cara Mia?

Question Form #2: Wh-questions with the verb BE
Wh- word + simple present or simple past of the verb BE + subject + other information

Examples:

What is your favorite food?	Why were you absent yesterday?
Where is your favorite restaurant?	When was the class party?

Question Form #3: Who subject questions with ALL verbs
Who + simple present or simple past of the verb + other information

Examples:

Who eats dinner with you?	Who ate dinner with you?
Who is your teacher?	Who was your teacher?

Tell students to write complete Wh-questions for the list words and short phrases in part one. Model this with the first idea on the list. For example:

1. New York City – Where: Where is New York City?

Teacher circulates and checks student work. After giving students time to write all the questions, ask for volunteers to put the correct questions on the board.

Pre-Viewing Focus Activity

Write the title of the episode on the board: “Love and Money”. Ask students what they think the episode will be about by looking at the title. Tell students: “In this episode of *We Are New York*, two people are going on a date.”

Ask questions to help students understand “going on a date”.

1. Where do people go on a date?
2. Do you remember your first date? What was it like?
3. What does it mean to impress someone or make a good impression on someone?
4. What makes you think someone is rich?

Tell students: “The episode we are going to watch is about a young man and woman, Jorge and Sophie, who have just met and are getting to know each other. However, they both misunderstand something about each other. Then their friends help them.”

Tell students: “As you watch the video, think about the five Wh-question words, Who, What, Where, When and Why. What information is in the story to answer the question words?”

H. Viewing: 30 minutes

Watch the episode of “Love and Money” straight through.

I. Post-Viewing: 55 minutes to 1 hour 15 minutes

Brainstorming Short Answers to Wh-Question Words

After watching the episode, ask students to write as many short answers about the episode as they can for the five Wh-question words. Give them about 10 minutes.

Put each of the Wh-question words on a piece of butcher block paper or other large sheet of paper. Hang the papers on the board or around the room. Ask for volunteers to write their short answers under the appropriate question word. If students don’t have examples for all the question words, ask some questions to prompt for some of the following.

Where?

in the restaurant
in the nail salon
in the bank
in the park
in Manhattan
on Madison Avenue

When?

in the afternoon
in the evening
in the spring/summer

Who?

Jorge
Sophie
Rose
Abdul
Sue, a chef
restaurant workers
coworkers
bank clerk

What?

dinner
bottled water
bank account
credit card

Why?

because she thinks Jorge is rich
because he wants to impress Sophie
because he has a bank account

Comprehension Check

Ask students to work in pairs. Give one copy of the comprehension questions handout to each pair of students. Ask the pair to write short answers to the comprehension questions they see on the handout. (You may want to ask a higher-level class to write the answers in complete sentences.) They can refer to the lists of possible answers above to complete the questions.

If students can't remember a character's name to answer a Who question, tell them to describe the person or tell the person's job.

Review the answers with the class. Time permitting, add more answers to the list and practice building the corresponding questions with students.

J. Homework:

Give each student a copy of the comprehension questions. Ask students to write complete sentences to answer the comprehension questions.

“Love and Money” Lesson One Comprehension Questions

1. Where does Jorge work?
2. Where does Sophie work?
3. Where did they go on their first date?
4. What did Jorge borrow from Abdul?
5. What did Sophie wear for her date?
6. What do Sophie and Jorge talk about at dinner?
7. Why does Sophie think Jorge is rich?
8. Why does Jorge think Sophie is rich?
9. Why does Sophie order bottled water?
10. Who pays for dinner?
11. Who is Sophie’s friend and coworker?
12. Who goes with Jorge to the bank?
13. Who tells Jorge about credit cards?
14. Who opens a bank account?
15. When do Jorge and Sophie go to the park?

We Are New York

A. Name of Episode & Lesson:

“Love and Money” Lesson Two: Basic Banking Knowledge.

B. Developed by:

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C. Class Level: High Beginner to Intermediate

D. Duration: 2 hours 30 minutes

E. Lesson Objectives: By the end of the lesson, participants will be able to:

1. Describe various banking services
2. Begin to evaluate what banks offer

F. Materials:

- butcher block paper or other large sheets of paper (1 sheet per group)
- tape
- Wh-question cards (one per each group of 4-5 students)
- Envelopes for Wh-question cards (one per each group of 4-5 students)

G. Lesson One Follow-Up: 20-30 minutes

Review the comprehension questions that students did for homework. Ask for volunteers to write the complete sentences to answer the comprehension questions from the handout in Lesson One.

H. Post-Viewing: 55-60 minutes

Word Association

Tell students to write, individually, as many words or phrases they can think of that have to do with banks. Give students five minutes to work on brainstorming as many ideas as possible. After the five minutes is up, divide the class into groups of 3 to 5 students for group work.

Banking Knowledge Group Work

Give each group a large sheet of paper (poster paper, butcher block paper or similar). Tell groups to divide their paper into three columns labeled: “positive” / “negative” / “neutral”. Demonstrate how to divide the paper by making three columns on the board and labeling each column: “positive” / “negative” / “neutral”.

Ask students to sort their words from the word association exercise into one of the three categories: positive, negative, or neutral. Ask for a word; they might say “savings account,” for example. Ask students if they think this word is “positive” / “negative” / “neutral”. Keep in mind

that some may say “positive” while others may say “neutral”. You can ask “Why?” and let the answers stand on their own.

Tell students they can also include any words or ideas they learned from the episode, or from their own experience and knowledge. Let them work on completing their posters for about 40 minutes.

When they finish making their lists, ask groups to write the names of the students in the group on their paper, and then ask them to put their papers up on the board.

Have students come up and look at what the other groups have written. Ask for some explanations of why students have assigned words to each category. Take time to discuss any dissimilar answers, asking students if they agree or disagree with what other groups have categorized as negative or positive.

[Note: I use the papers to create vocabulary and true/false exercises (see attached sample exercises). These exercises can be used as homework or assessment in a later lesson.]

Class Discussion

Continue the discussion for about 10-15 minutes, discussing the following questions.

- Are banks good or bad? Why do you say that?
- Who has a bank account?
- What kind of account do you have?
- What is the name of your bank?
- Was it easy or difficult to open the account?
- Do you like your bank? Why or why not?
- If you don't have a bank account, why not?

Sample Vocabulary Exercises and Answers

Use the words below to complete the sentences.

fee	teller	withdrawal	deposit	debit card
cash a check	ATM	APY	direct deposit	checking
savings account	CD	money transfer	minimum balance	check

1. The lowest amount of money I need to have in an account is the _____.
2. The machine in a bank or store where I can get cash is an _____.
3. If I want to send money to another country I make a _____.
4. I bring my paycheck to the bank to get cash. I _____.
5. To pay for my groceries I use money in my checking account. I use my _____.
6. The person who does my banking transactions is the _____.
7. The money I pay the bank for a service is a _____.
8. I put money in a _____ for my future goals, such as college for my children.
9. My employer sends my pay to my bank with _____.
10. I make a _____ when I take money out of the bank.
11. I make a _____ when I put money in the bank.
12. If I want to know the best interest rate for a CD, I look at the _____ (annual percentage yield).
13. I write a _____ to pay a bill.
14. Many banks offer free _____.
15. If I put my money in a _____ I can't take it out for a specific time, for example 18 months.

SAMPLE TRUE/FALSE EXERCISES AND ANSWERS

Mark each sentence as True or False.

1. Banks always charge fees to cash a check.
2. You can't send money to another country at a bank.
3. You can get cash from an ATM.
4. Customer Service will tell you what you need to open an account.
5. All banks charge the same for checking.
6. FDIC protects your money at a bank.
7. Anyone can get a credit card from a bank.
8. You can use a debit card at stores.
9. You can apply for a credit card at your bank.
10. You pay interest if you have a mortgage.

Vocabulary Exercise Answers

1. minimum balance
2. ATM
3. money transfer
4. cash a check
5. debit card
6. teller
7. fee
8. savings account
9. direct deposit
10. withdrawal
11. deposit
12. APY
13. check
14. checking
15. CD

True/False Exercise Answers

1. False
2. False
3. True
4. True
5. False
6. True
7. False
8. True
9. True
10. True

I. Assessment:

Wh-Question Card Game (45-60 min)

Review the forms for Wh-questions using the simple present and simple past, with the verb BE and all other verbs (see Pre-Viewing, Part Two).

Divide the class into groups of 4 or 5 students. Give each group an envelope with Wh-question cards.

Model how to play the game (see instructions below) with a small group of students. Then, let groups play for an extended period of time. Teacher circulates to monitor groups and answer questions.

Instructions for How to Play Wh-Question Card Game:

Take the cards out of the envelope and shuffle them. Then, place the pile of cards, face down, in the center of the group. In turn, each student takes the top card. When a student takes a card s/he must say a question with the Wh-question word, verb, and tense indicated on the card.

Set a reasonable time limit for each turn, for example, 1 minute. If the student cannot say a correct question in the time limit, s/he must put the card on the bottom of the pile. If the student says a correct question, he or she keeps the card. In either case, play continues with the next student. The game is over when there are no cards left in the pile.

The winner is the student with the most cards.

There are five wild cards in the deck. For these, the student must use the Wh-word on the card, but the verb and the tense is his or her choice.

Note: If students are having trouble making questions on their own, the groups can work together as each student chooses a card. They can also write the questions after saying them or have a group secretary who records examples of student questions. Teacher circulates periodically to review accuracy and provide feedback.

WH-QUESTION CARDS

Make a copy of the table below and cut out the boxes. You need one set or page per group. Put the 25 cards or boxes in an envelope, one envelope per group. To make the cards more durable, you can paste the boxes on index cards or you could write the text on index cards or card stock by hand. Alternatively, set up the table in an address label or business card template and print on those forms. Then stick the address labels on index cards.

What simple present not the verb <i>be</i>	Who simple present not the verb <i>be</i>	Where simple present not the verb <i>be</i>	When simple present not the verb <i>be</i>
Why simple present not the verb <i>be</i>	What simple present the verb <i>be</i>	Who simple present the verb <i>be</i>	Where simple present the verb <i>be</i>
When simple present the verb <i>be</i>	Why simple present the verb <i>be</i>	What simple past not the verb <i>be</i>	Who simple past not the verb <i>be</i>
Where simple past not the verb <i>be</i>	When simple past not the verb <i>be</i>	Why simple past not the verb <i>be</i>	What simple past the verb <i>be</i>
Who simple past the verb <i>be</i>	Where simple past the verb <i>be</i>	When simple past the verb <i>be</i>	Why simple past the verb <i>be</i>
What Wild Card	Who Wild Card	Where Wild Card	When Wild Card
Why Wild Card			