

A history of microfinance

Warmer

- A** Hand out **Worksheet 1** and ask the students how they think the pictures might relate to financing a business. Put the students into pairs to discuss the question. Review their answers briefly as a class.

Listening

- B** Ask the students to match the words to their definitions. Review the answers as a class.

Answers

1 e 2 a 3 h 4 b 5 d 6 i 7 c 8 j 9 g 10 f

- C** Write *microscope*, *microchip* and *microbiology* on the board and review the meanings of the words, focussing on *micro*. Write *microfinance* on the board and ask the students to guess what it means. Do not tell them the answer – it is in the listening.

- ▶ **9** Play the introduction of the talk and ask the students to answer the questions as they listen.

Answers

- 1 Microfinance is small lending to the rural poor in developing countries.
- 2 The development of microfinance in the second half of the twentieth century.
- 3 Chronological order
- 4 possible answers: *first, next, in 1961, then*

- D** ▶ **10** Play the whole talk and ask the students to find the incorrect statements and correct them as they listen. Ask the students to check their answers in pairs, and play the recording a second time if needed. Then review the answers as a class. (The students will hear the recording again for a note-taking exercise in Exercise G.)

Answers

- 1 I: Microfinancing helps to build capital for small businesses rather than just lending for basic necessities such as food, water and clothing.
- 2 C
- 3 C
- 4 I: Peer pressure from other members of the group to repay the initial loan helped to ensure success.
- 5 C
- 6 I: Around 96 per cent are women.

Writing

- E** Hand out **Worksheet 2** and put the students into pairs to complete the exercise. Review the answers as a class.

Possible answers

Use abbreviations, acronyms and word roots; write content words (nouns, verbs, etc.) only; use symbols; focus on the main idea, not the exact language; be prepared to omit and paraphrase

- F** Do the first question as a class and write the students' suggestions on the board. Tell the students to copy the answer under 'Your notes'. Encourage the students to share ideas about how to reduce the language. As answers for the exercise will vary, ask the students to share their ideas in small groups and report useful strategies to the class.
- G** ▶ **10** Play the lecture again. If note-taking is a new skill for the class, suggest they focus on recording only five pieces of information.

Follow up

Ask the students to use their notes to reconstruct what they heard.

🌐 www.grameen-info.org is the Grameen Bank website.

TOPIC

How microfinance developed

SKILLS

Listening and writing

LISTENING FOCUS

Predicting lecture organisation and language; deciding if information is correct or incorrect according to what is said

WRITING FOCUS

Using symbols, abbreviations and key words to take notes

PREPARATION

One copy of Worksheets 1 and 2 for each student

ASSUMPTIONS

Some familiarity with note-taking