
MONEY

Type of modul	Creative communication
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Level	A1+
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Target group	12–15-year-old learners
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Written by	Fehér Judit, Helen Sherwin
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A kiadvány az Educatio Kht. kompetenciafejlesztő oktatási program kerettanterve alapján készült.

A kiadvány a Nemzeti Fejlesztési Terv Humán erőforrás-fejlesztési Operatív Program 3.1.1. központi program (Pedagógusok és oktatási szakértők felkészítése a kompetencia alapú képzés és oktatás feladataira) keretében készült, a sulinova oktatási programcsomag részeként létrejött tanulói információhordozó. A kiadvány sikeres használatához szükséges a teljes oktatási programcsomag ismerete és használata.

A teljes programcsomag elérhető: www.educatio.hu címen.

Szakmai vezető: Kuti Zsuzsa

Szakmai bizottság: Enyedi Ágnes, dr. Majorosi Anna, dr. Morvai Edit

Szakértők: Faragó Livia, Tartsayné Németh Nóra

Szakmai lektor: Fischer Júlia, Gorszkiné Siró Enikő

Idegen nyelvi lektor: Peter Doherty, Kornél Zathureczky

Alkotó szerkesztő: Sákovics Lília

Felelős szerkesztő: Burom Márton

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Szerzők: Csibi Erzsébet, Fehér Judit, Helen Sherwin, Huny Márta, K. Szabó Ilona

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INFORMATION TABLE

TYPE OF MODULE	Creative Communication
DESCRIPTION OF MODULE	This module contains 5 independent lessons linked through the topic of “Money”. Each lesson requires Ls to work with different aspects of money – the history of money, money around the world, wise spending and saving, pocket money. The final lesson is a revision lesson. The focus of the module is on communicating orally through a variety of creative activities, games, role-plays.
AIMS AND OBJECTIVES OF MODULE	<ul style="list-style-type: none"> ■ to develop Ls’ awareness of what money is and how we use it ■ to develop Ls’ skills in managing money and spending wisely ■ to develop speaking skills through communicative activities ■ to develop reading skills through reading texts about money ■ to teach money-related vocabulary
TIMEFRAME	5 lessons
TARGET GROUP	12-15-year-old learners
LANGUAGE LEVEL	A1+
SUGGESTED LANGUAGE COMPETENCE	<p>Ls can</p> <ul style="list-style-type: none"> ■ interact in short conversations and simple, structured situations ■ exchange information and ideas ■ give a simple description of something ■ draw simple comparisons ■ tell prices ■ use numbers 1-1000 ■ do simple maths calculations (e.g. 5x275) with the use of a calculator ■ complete a task by understanding written instructions ■ understand short simple texts that contain common words

LINKS OF THE MODULE

Cross-curricular links History – kinds of money used in history
Maths – converting currencies, calculating best buys
Literature – reading a poem
Geography – learning about the money of other countries

Links with other modules -

Links with the school leaving exam Debating skills

FOCI OF SKILLS DEVELOPMENT

Communicative language skills

- Describing and comparing money
- Exchanging information about money – comparing prices of things, giving advice about money, carrying out a money survey, asking and answering questions about money, negotiating decisions about money, budgeting
- Scan reading and reading for specific information

General educational skills

- Raising Ls' cultural awareness
- Developing co-operative skills and life skills
- Fostering Ls' creativity
- Fostering problem-solving skills

EVALUATION Evaluation is done as a separate classroom activity at the end of the module, and it comprises feedback on activities in the module and to the teacher, self-evaluation and peer-evaluation using the theme of money.

SUGGESTIONS Some materials in this module are reusable so ask Ls NOT to write on them. The reusable materials are: 1.5 Task sheet; 1.5 Object cards; 3.2 Smart or Crummy Spender reading text; 4.4 Role cards; 5.1 Board Game instructions; 5.1 Questions for Board Game; 5.1 Money Picture instructions; 5.1 A Poem; 5.1 Reading Text; 5.1 Party shopping task sheet.

BACK UP SYSTEMS *Webster's Beginning Book of Facts.* (1978) Springfield, Massachusetts: Merriam-Webster Inc.

MAP OF THE MODULE

LESSONS	FOCI OF SKILLS DEVELOPMENT	MAIN ACTIVITIES	LANGUAGE INPUT	MATERIALS AND RESOURCES
1	<p>Acquiring factual information through reading</p> <p>Transferring information gained through reading</p> <p>Expressing opinions</p> <p>Exchanging and comparing factual information</p> <p>Offering things and making a request</p>	<p>Ls compare materials regarding their suitability to be used as money.</p> <p>Ls read an informative text about the history of money.</p> <p>Ls play a barter game.</p>	<p>Names of materials</p> <p>Language for exchanging and comparing factual information, offering and making a request</p>	<p>A sample of these materials: plastic, metal, textile, wood, glass, stone, shell, salt, paper, a picture of diamond</p> <p>Post-it notes</p> <p>Some coins and notes</p> <p>1.2/B Task sheet</p> <p>1.3 Reading text</p> <p>1.5 Task sheet</p> <p>1.5 Object cards</p>
2	<p>Acquiring information about money and costs from different countries</p> <p>Speaking about money and prices from around the world</p> <p>Converting currencies</p> <p>Revising large numbers</p>	<p>Ls compare and contrast money from different countries.</p> <p>Ls do number dictations.</p> <p>Ls convert currencies.</p> <p>Ls compare prices around the world through an information gap activity.</p>	<p>Large numbers – 165, 37.5, 3056</p> <p>Doing simple maths in English – How much is 5 dollars in forints? – Five times two hundred and seven equals 1035 forints</p> <p>Language for exchanging and comparing prices – How much is a Big Mac in India? – It's 55 Indian rupees that's 258.5 forints.</p>	<p>2.1 Money samples</p> <p>Samples of foreign money</p> <p>2.1 About Money task sheet</p> <p>2.3 Price Grids UK & China</p> <p>2.3 Price Grids Brazil & South Africa</p> <p>2.3 Price Grids USA & India</p> <p>2.3 Price Grid Answers</p> <p>Post-it notes</p> <p>Ls' calculators</p>

LESSONS	FOCI OF SKILLS DEVELOPMENT	MAIN ACTIVITIES	LANGUAGE INPUT	MATERIALS AND RESOURCES
3	<p>Practising stress and rhythm</p> <p>Scan reading and reading for specific information through a text on managing money</p> <p>Speaking – asking for, giving, accepting advice on money management, talking about shopping habits</p> <p>Acquiring knowledge about money management</p>	<p>Ls learn and perform a rap about money.</p> <p>Ls work with text about spending and saving money.</p> <p>Ls give each other advice about managing money.</p> <p>Ls make a questionnaire about shopping habits.</p>	<p>Money vocabulary – Pocket money, I'm broke, a brand name, a bargain, afford something, earn money, save up for something, owe money, crummy spender, smart spender, shop around etc. Giving, asking for and accepting advice – Can I have some Top Tips for ... Sure... you should Yeah, good idea... Cheers</p> <p>Asking about shopping habits (Do you ever..buy bargains?)</p>	<p>3.1 Money rap</p> <p>3.1 Recording of money rap</p> <p>3.2 Smart or Crummy Spender reading text</p> <p>3.2 Reading task sheet</p> <p>CD player</p> <p>Post-it notes</p>
4	<p>Talking about sums of money, prices, budget</p> <p>Coming to an agreement about money</p> <p>Making promises</p> <p>Giving reasons</p> <p>Getting information through listening</p> <p>Making money-related decisions using real prices in the world</p>	<p>Ls compare monthly bills.</p> <p>Ls calculate how much pocket money they would really need a month.</p> <p>Ls listen to then act out dialogues about pocket money.</p>	<p>Sums of money in the thousands</p> <p>Functional language for coming to an agreement, making promises, giving reasons</p>	<p>4.3 Recording</p> <p>4.3 Listening task</p> <p>4.3 Gapped dialogue</p> <p>4.4 Role cards</p> <p>Ls' homework</p>

LESSONS	FOCI OF SKILLS DEVELOPMENT	MAIN ACTIVITIES	LANGUAGE INPUT	MATERIALS AND RESOURCES
5	<p>Asking and answering money-related questions Reading for specific information Following written instructions Studying independently Discussing budget</p>	<p>Ls choose from a variety of activities: a board game, crossword puzzles, making a money picture, working with a poem, deciding if money is fake or real, budgeting for a school party.</p>	<p>Money- related vocabulary</p>	<p>PACK ONE: 5.1 Board game instructions 5.1 Questions for Board Game 5.1 Board game PACK TWO: 5.1 Money Picture Instructions English speaking newspapers and magazines with ads PACK THREE: 5.1 A Poem PACK FOUR: 5.1 Reading text 5.1 'Fake or real?' Task sheet 5.1 'Fake or real?' Key PACK FIVE: 5.1 Party shopping task sheet, current supermarket/ magazine/ website ads with special offers on food and drink, Key: 5.1 Party shopping task sheet completed by the T for the particular class using the ads T could find, 10 important activities from the module printed on separate A3 sheets in large print, blutack, post-it</p>

PROCEDURE

LESSON 1: MONEY IN HISTORY

Aims of the lesson:

- to scan and read an informative text for details
- to transfer information gained through reading
- to express opinions
- to exchange and compare factual information
- to offer things and make a request

Materials and resources:

A sample of these materials: plastic, metal, textile, wood, glass, stone, shell, salt, paper, a picture of diamond, post-it, some coins and notes, 1.2/B Task sheet, 1.3 Reading text, 1.5 Task sheet, 1.5 Object cards

Before the lesson: Make a copy of 1.2/B Task sheet and 1.3. Reading text for each L, a copy of 1.5 task sheet for each group of about four Ls. Copy one set of 1.5 Object cards for each perspective group and cut them up. Keep sets in separate envelopes?

STAGE 1	Money love/money hate – Warmer
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Expressing feelings and attitudes
ORGANISATION	Whole class
AIDS AND MATERIALS	None

TEACHER'S ACTIVITIES

1. Say to your class that for some lessons you will do things with and about money and you would like to know how they feel about money. Tell them that one of the classroom walls represents 'I love money' and the opposite one 'I hate money' and show them which is which. Get them to repeat which wall is which. You may also want to put the two sentences 'I love money' and 'I hate money' on the two walls.

LEARNERS' ACTIVITIES

2. Ask Ls to locate themselves in the classroom between the two walls to express how they feel about money, i.e. the closer they stand by the ‘I love money’ wall, the more they like money and the closer they stand by the ‘I hate money’ wall, the more it will express that they do not like money.
3. When Ls have decided where to stand, ask people standing near each other to tell each other why they are standing where they are, then ask one in each group to report to the class.
3. Sample of Ls’ communication: *“I love money because you can get things for money.”*
“I hate money because people do many bad things for money, they kill other people or sell drugs.” *“It is good to have money, because you get a lot of things for money, but I hate money if I do not have any and I cannot go out with my friends.”*

STAGE 2/A	Could this be money? – Vocabulary elicitation and lead-in
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Vocabulary Expressing opinions
ORGANISATION	Whole class, pairs then groups of four
AIDS AND MATERIALS	A sample of these materials: plastic, metal, textile, wood, stone, shell, salt, paper, a picture of a diamond, post-its, some coins and notes

TEACHER'S ACTIVITIES

- Exhibit the materials and give each a number on a post-it. Elicit/present the names of materials and make up a list of them and their numbers on the board. Then make the list into a grid like this:
Ask Ls to copy the grid.
Can this be money?

<u>No.</u>	<u>Material</u>	<u>Yes/No</u>	<u>Why?/Why not?</u>
<u>1</u>	<u>plastic</u>		
<u>2</u>	<u>metal</u>		
<u>3</u>	<u>textile</u>		
<u>4</u>	<u>wood</u>		
<u>5</u>	<u>stone</u>		
<u>6</u>	<u>glass</u>		
<u>7</u>	<u>shell</u>		
<u>8</u>	<u>salt</u>		
<u>9</u>	<u>paper</u>		
<u>10</u>	<u>diamond</u>		

- Ask Ls to be in pairs and either get them to walk around looking at the materials or get them to pass the materials with their numbers around and decide which could be used as money and fill in the grid.

LEARNERS' ACTIVITIES

- Possible answers:

<u>No.</u>	<u>Material</u>	<u>Yes/No</u>	<u>Why?/Why not?</u>
<u>1</u>	<u>plastic</u>	<u>Yes</u>	<u>Credit cards are made of plastic.</u>
<u>2</u>	<u>metal</u>	<u>Yes</u>	<u>Coins are made of metal.</u>
<u>3</u>	<u>textile</u>	<u>Yes</u>	<u>The 100 dollar bill is printed on a cotton/linen mix.</u>
<u>4</u>	<u>wood</u>	<u>No</u>	<u>Too easy to find, wears easily.</u>
<u>5</u>	<u>stone</u>	<u>Yes</u>	<u>Stones have been used as money in history.</u>
<u>6</u>	<u>glass</u>	<u>No</u>	<u>Breaks easily.</u>
<u>7</u>	<u>shell</u>	<u>Yes</u>	<u>It's been used in history.</u>
<u>8</u>	<u>salt</u>	<u>Yes</u>	<u>It's been used in history.</u>
<u>9</u>	<u>paper</u>	<u>Yes</u>	<u>Notes/Bills are made of paper.</u>
<u>10</u>	<u>diamond</u>	<u>No</u>	<u>Too hard to find.</u>

- As pairs are working and discussing, go around the room and help with vocabulary and structures. Ls may need help with the Passive and they may need the words *coin* and *note/bill*.
- After about 5 minutes, ask two pairs to form a group and compare ideas. You must not correct Ls' answers at this stage since they will find information in the reading text. Also, different answers may be possible in some cases.

STAGE 2/ B	Could this be money? – Vocabulary elicitation and lead-in
TARGET GROUP	Groups where the English names of most of the materials listed are known
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Vocabulary Expressing opinion
ORGANISATION	Pairs then groups of four
AIDS AND MATERIALS	A sample of these materials: plastic, metal, textile, wood, stone, shell, salt, paper, a picture of diamond, post-its, some coins and notes, 1.2/B Task sheet

TEACHER'S ACTIVITIES

- Instead of eliciting words as a whole class activity, give pairs Task sheet 1.2/B and ask them to first write the numbers for different materials in the grid. Check this with the class, then follow the procedure in 1.2/A. N.B.: Make sure that the numbers on the materials exhibited and the order of the materials in the grid are not the same.

LEARNERS' ACTIVITIES

- See solution at 1.2.A, but the number allocated to materials will be different.

STAGE 3 Funny Money – Scanning

TIME 3 mins

**SKILLS AND COMPETENCIES
IN FOCUS** Scanning an informative text

ORGANISATION Individuals then whole class

AIDS AND MATERIALS 1.3 Reading text

TEACHER'S ACTIVITIES

1. Tell your class that they will read about different kinds of money. Tell them that the text has six of the materials in their grid of Stage 2, and there is going to be a competition of who can find the six materials first in the text. They need to tick these materials in their grids in their exercise-books or in 1.2/B Task sheet. The winner is the first person to tick them correctly. If somebody has found all of them, they need to come up to you and show you their ticks.
2. Give out Reading text 1.3 face down. When all the Ls have the text, say 'Start!'.
3. As Ls are reading, keep the time. When a L comes up to you with the correct solution, write the time they have taken to find all six materials in the text on their 1.2/B task sheet/exercise-book.
4. Wait for about two minutes then check the answers with the class. Also, ask the quickest Ls to tell the class how they managed to find the answer so fast.

LEARNERS' ACTIVITIES

3. Solution: *stone, shell, salt, metal, paper, plastic*
4. Ls may say that *they did not read all the words, they looked at the beginning of paragraphs, looked at the pictures and guessed, they looked at the page from a greater distance than usual, moved their eyes fast.*

STAGE 4 Funny money – Reading for details**TIME** 10 mins**SKILLS AND COMPETENCIES
IN FOCUS** Reading an informative text for details
Transferring information gained through reading**ORGANISATION** Individuals then pairs**AIDS AND MATERIALS** 1.3 Reading text**TEACHER'S ACTIVITIES**

1. Ask Ls to read the text again and find what advantages and disadvantages of different kinds of money are mentioned in the text. Put this grid on the board:

<u>Type of money</u>	<u>Advantages</u>	<u>Disadvantages</u>

2. Ask Ls to compare their grids with a partner then discuss it with the class.

Solution:

<u>Type of money</u>	<u>Advantages</u>	<u>Disadvantages</u>
Stone		Hard to find, hard to carry.
Shell		Hard to find.
Salt	Easy to carry.	Melts in rain, you can eat it.
Metal	It isn't easily damaged by water, by heat or by the passage of time.	Hard to carry around.
Paper		
Plastic	Very easy to carry it around to use it.	You may lose all your money if somebody steals it.

LEARNERS' ACTIVITIES

3. Ask Ls to look at their grids from Stage 2 and make necessary corrections based on what they have just read.

Option: Some of your Ls may be interested to research what kind of other materials were used as money in different cultures.

VARIATION FOR LS WHO NEED HELP WITH THE READING TASK

AIDS AND MATERIALS	1.3 Reading text
DESCRIPTION	Same as above, but pair Ls up for the reading and grid-filling, then put two pairs together to compare answers.

STAGE 5	Barter game – Communication
TIME	15 mins
SKILLS AND COMPETENCIES IN FOCUS	Exchanging and comparing factual information Making an offer Making a request
ORGANISATION	Groups
AIDS AND MATERIALS	1.5 Task sheet, 1.5 Object cards

TEACHER'S ACTIVITIES

1. Ask Ls *How did people buy things before there was money?* And elicit 'barter'. Ask learners if they ever barter/ exchange things with their friends.
2. Explain to Ls that they will play a barter game, ask them to be in groups of about four, and allocate a part of the classroom to them as their 'home base'.

LEARNERS' ACTIVITIES

3. Hand out 1.5 Task sheet to groups and ask them to read it. As Ls are reading, go around the class and help with understanding the task and with selecting group leaders.
4. Hand out object cards to groups. You need to do the following: Before class, copy one set of 1.5 Object cards for each perspective group and cut them up. Keep sets in separate envelopes. In class, take as many sets of cards as there are groups in the lesson. Put the cards into a box face down and shuffle them all well together. Ask each group to take 18 cards at random.
5. Give groups 2 minutes to tally the objects they have and to see what they need and what they have extra of.
6. Tell groups that they have 5 minutes to get as near to the right number of things as they possibly can. Demonstrate how they can do this with one group then say ‘*Start bartering now!*’ to start the game.
7. As groups are bartering, monitor and help as needed.
7. Ls may use the following phrases: “*Have you got a/any ...? How many ... have you got? Will/Would you give me a ... for a ...? Can I have one of your ...? We’ve got more... than we need. We haven’t got enough Have you got any extra ...? If I give you ..., will you give me ...? I’ll give you a ... if you give me a*”
8. When the time limit expires, ask groups to do the scoring for themselves, then get groups to compare their points. Cheer for the group(s) with the most points.

VARIATION 1 FOR GROUPS THAT NEED MORE HELP IN INTERPRETING THE RULES OF THE GAME

AIDS AND MATERIALS 1.5 Task sheet, 1.5 Object cards

DESCRIPTION Instead of getting groups to interpret the rules of the Barter Game on their own, do the reading as a class activity and demonstrate and explain everything step by step.

VARIATION 2 FOR GOUPS THAT NEED A MORE SIMPLE VERSION

AIDS AND MATERIALS 1.5 Object cards

DESCRIPTION Do not use 1.5 Task sheet. Instead, explain the scenario yourself. Shuffle as many sets of 1.5 Object cards as there are groups to play and give them out as explained above. Write the number of objects Ls need to have at the end of the game on the board:

6 CD's

2 computer games

4 DVD's

6 magazines

Set the game as a race: Groups that first have the right number of any object will score a point. It means that the group who first has eg. 6 CD's will score a point as well as the group who first has 2 computers, etc. Ask groups to come to you and show you the right number of any of the objects as soon as they have them. The winner is the group with the most points. The game ends when you have a group with the right number of objects in all the four categories of objects.

STAGE 6 **Setting homework**

TIME 2 mins

**SKILLS AND COMPETENCIES
IN FOCUS** Research skills

ORGANISATION Individuals

TEACHER'S ACTIVITIES

1. If you decide to do the variation activity in Lesson 2 Stage 1, then ask Ls to bring in foreign money they may have at home as a homework assignment.
2. Ask Ls to bring their calculators for the next lesson.

LEARNERS' ACTIVITIES

LESSON 2: MONEY MAKES THE WORLD GO ROUND

Aims of the lesson:

- to practise speaking – making comparisons, exchanging information about prices, describing money
- to practise scan reading for specific information
- to revise large numbers

Materials and resources: 2.1 Money samples, 2.1 About Money task sheet (one per L), 2.3 Price Grids UK & China, 2.3 Price Grids Brazil & South Africa, 2.3 Price Grids USA & India, 2.3 Price Grid Answers, Post-it notes. Bring in samples of any foreign money you have at home for the warmer in Stage 1. Ls need their calculators for this lesson.

Before the lesson: You need to separate into two – 2.3 Price Grids UK & China, 2.3 Price Grids Brazil & South Africa, 2.3 Price Grids USA & India so each Price Grid is on a separate piece of paper. Ls work in pairs, each pair has one price grid so photocopy one different price grid per pair of Ls. D Before the lesson, display the money you have – place your own money & 2.1 Money samples on tables at the front of the room.

STAGE 1	Money from around the world – Warmer
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Speaking – talking about money Reading paper money notes for specific information
ORGANISATION	Whole class, group work
AIDS AND MATERIALS	2.1 Money samples, 2.1 About Money task sheet, a selection of real money (coins & notes) – use foreign and Hungarian money if possible, copies of 2.1 Money samples. You can either cut these out to make “real” money, or leave them as presented on the 2.1.Money sample sheets, calculators.

TEACHER'S ACTIVITIES

1. Give each L the 2.1 About Money task sheet and ask Ls, in pairs, to do question 1 – read the money & match it with the country.

LEARNERS' ACTIVITIES

1. Ls in pairs, do question 1: *Look at the money your teacher has put in the classroom. Match the money (currency) with the country.*

2. Check answers together.

Solution:

USA – dollar Brazil – reais UK – pound China – yuan (RMB) India – rupee

South Africa – rand

Point out to Ls that:

~ we say RMB for the Chinese currency.

~ the plural form of most currencies is formed by adding an “s”. But, there is no plural to rand and the plural of “Real” is “reais”.

~ “real” is pronounced “**he** –al”.

~ “reais” is pronounced “**hay** – ice”.

~ “yuan” is pronounced “you – **aren**”.

3. Ask Ls in pairs, to do question 2 & 3 on the 2.1 About Money task sheet. Remind Ls to use information from Lesson 1 in their answers. Question 2 aims to heighten Ls’ awareness of similarities and differences between countries rather than practise English language. So, let Ls do question 2 in Hungarian - they are unlikely to know the specialized (and not really important) vocabulary they need e.g. “watermark/metal thread. Then, when you discuss the answers (see below) reformulate Ls Hungarian into English. If Ls want to learn the new words, write them on the board.

2. Ls respond.

3. Ls, in pairs discuss question 2 *What’s the same/different about the money?* and question 3 *Which note is the: most colourful? Smallest? Biggest? Most interesting? The farthest from Hungary?*

4. Discuss question 2, similarities and differences together.

Solution:

Similarities: Coins from metal, notes from paper; money has its value written on it & those of same value are identical; notes have metal threads, holograms, water marks to stop fraud. Notes are coloured, money is light and easy to handle, etc.

Differences: Money from different countries has cultural symbols on it (people & places of that country) i.e. the Queen is on the British pound so we know it's from the UK. Size of money is different.

NB: If Ls want to know more about the 2.1 Money samples, tell them:

~ Brazilian 10 reais note has Pedro Álvares Cabral (1467-1520) on it – a Portuguese explorer probably first European to discover Brazil.

~ Chinese 100 yuan. On the front is Mao Tse Dong, on the back, Great Hall of the People in Beijing.

~ South African 20 Rand. Front – scenes from Africa. Back – open pit gold/ coalmining

~ Indian 100 Rupees. Front – Ghandi. Back – industry

~ USA 5 dollar bill. Front - Abraham Lincoln. Back - Lincoln Memorial.

5. Discuss question 3 together.

NB: China is the farthest from Hungary.

6. Ask Ls 2 questions: *Which is your favourite money and why? Tell your partner.* 6. Ls briefly answer questions in pairs.

Which note is worth the most?

NB: Leave the money out on display for the whole lesson.

4. Ls respond – various answers possible.

5. Ls give various answers according to own preferences.

VARIATION FOR LESSON 2, STAGE 1 – FOR GROUPS WHERE LS BROUGHT IN THEIR OWN MONEY (SEE THE HOMEWORK FROM LESSON 1).

AIDS AND MATERIALS

Samples of money brought in by the learners and yourself, Post-it notes

DESCRIPTION

Start the lesson with a brief “Show & Tell” session. Show your own foreign money and tell where it's from, the value and how you got it i.e. *This is from Britain and it is about 350 Hungarian forints and I went to London last year and used it there.* Then put Ls into groups of 4 ask them to “Show & Tell” using their own money. Also, give them Post-it notes on which they write down their money's origin and attach the Post-it to the money. After the “Show & Tell”, ask them to add their own samples to the exhibition in 1.1.

STAGE 2 Numbers – Revision**TIME** 13 mins**SKILLS AND COMPETENCIES
IN FOCUS** Revising large numbers
Converting currencies**ORGANISATION** Whole class, pair work, group work, individual work**AIDS AND MATERIALS** 2.1 About Money task sheet, Ls' calculators**TEACHER'S ACTIVITIES**

1. Revise numbers with Ls. Ask them in pairs to do question 4 on the 2.1 About Money task sheet *What's the number? Match A to B.*
2. Check answers together and highlight:
 - ~ With big numbers we say "and" after the hundred.
 - ~ $5.6 =$ five point six.
 - ~ The pronunciation of "th" in "thousand".

Solution: a) – ii) b) – iii) c) – i) d) - v) e) - iv)
3. Practise big numbers with Ls. On the blackboard write 165 / 37.5/ 3056. Ls say these to each other in pairs, then check answers together. Practise with more numbers if you feel your Ls need it.
4. Dictate three numbers to the Ls, i.e. 170, 95.5, 1242. Ls listen and write the numbers down in their notebooks. They do this individually.
5. Write your numbers on the board and ask Ls to check their answers.
6. Put Ls into pairs AB. Ask each L to write down three numbers in secret – one number must contain a "point" (i.e. 3.5) and one must contain a "thousand" (i.e. 2416). Learner A dictates her numbers to learner B who listens, writes them down, and checks her answers with A. Then the procedure is repeated but this time, with B dictating.

LEARNERS' ACTIVITIES

1. Ls complete task in pairs.
2. Ls respond.
3. Ls complete task in pairs.
4. Ls listen and write individually.
5. Ls check answers.
6. Ls listen and write in pairs.

7. Ask Ls to get out their calculators and do question 5 on 2.1 About Money task sheet *How much is it in forints?* Demonstrate how to convert the money by doing 5 USA dollars together (this should be a simple task for year 8). Then, ask Ls in pairs to do the rest in the same way. They use their calculators.
7. Ls listen and respond i.e.
- You: *How much is 1 US Dollar in forints? It's in column 2 of your Conversion Table.*
- Ls: *207 forints.*
- You: *How much is 5 dollars then?*
- Ls: *5 times 207 equals 1035 forints. (5 x 207 = 1035)*
- You: *Good. Now write this in column 3.*
- Ls complete task.
8. When Ls have finished, put them into new pairs and ask them to check their answers with their new partner. They must say the number aloud, not just read each other's answers.
8. Ls check answers in pairs.
9. Check the answers together.
- 10 reals = 940 HUF, 10 pounds = 3690, 100 RMB = 2600,
1000 rupees = 4700, 20 rand = 680, 5 dollars = 1035
9. Ls respond.
10. Ask which Ls guessed correctly which note was worth the most (see Stage 1, Step 6).

STAGE 3	Race 'n Read – Scan reading
TIME	22 mins
SKILLS AND COMPETENCIES IN FOCUS	Exchanging information about prices Scan reading of Price Grids Acquiring knowledge about prices in different countries
ORGANISATION	Pair work
AIDS AND MATERIALS	Post-it stickers, 2.3 Price Grids UK & China, 2.3 Price Grids Brazil & South Africa, 2.3 Price Grids USA & India, 2.3 Price Grid Answers

TEACHER'S ACTIVITIES

1. On the board write these items and ask Ls how much they are in Hungary – a Big Mac; Cinema ticket; Souvenir T-shirt; small bottle of water; Harry Potter & the Half Blood Prince.
2. On the board write the these six countries – The UK, China, Brazil, South Africa, USA, India....and these seven questions....
 - a) Where is the most expensive Big Mac?
 - b) Where is the cheapest Big Mac?
 - c) Where is the most expensive Harry Potter?
 - d) Where is the most expensive T-shirt?
 - e) Where is the cheapest cinema ticket?
 - f) Where is the most expensive cinema ticket?
 - g) Where is the cheapest small bottle of water?

...and ask Ls to guess the answers. Write their suggestions on the board. Then tell Ls they're going to go round the world shopping to these countries (on the 5 main continents) and find out the real answers.

3. Put Ls into pairs AB. Give each pair a Post-it note and one of the price grids from 2.3 Price Grids UK & China, 2.3 Price Grids Brazil & South Africa, 2.3 Price Grids USA & India. Ask Ls to write their country on their Post-it and then display their Post-it for all to see.
NB: The name of the country is at the top of each price grid. Make sure you give one pair one Price Grid from one country and that all the countries are divided up equally.

LEARNERS' ACTIVITIES

1. Ls suggestions may include
Big Mac – 350 forints, Cinema ticket – 1000-1200, T-Shirt – 2500, Water – 100 forints, Harry Potter – 4000 forints.
2. Ls guess answers to questions as whole class.

3. Ls follow instructions.

4. Draw a sample grid on the board and talk Ls through their own price grids. Tell them, 4. Ls watch and listen.
- ~ the six countries are across the top (The UK, China, Brazil, South Africa, USA, India) and the five items down the side (Big Mac, cinema ticket, T-shirt, bottle of water, Harry Potter book).
 - ~ in each grid square, there are two prices – the top price is in a foreign currency, the one underneath in italics is in Hungarian forints. Tell Ls these are the real prices.
 - ~ they have ALL the prices of their own country but only SOME of the prices of other countries.
 - ~ only SOME prices have been changed into Hungarian forints.
5. Tell Ls that now they have to answer the seven blackboard questions (from Step 2 above), by comparing the prices in different countries. But first they have to 5. Ls listen.
- ~ get their missing prices (each grid has 8 missing prices).
 - ~ convert into forints the prices that are in foreign currencies (each grid has 5 prices that need to be converted).
6. Explain how Ls are going to do this. 6. Ls listen.
- ~ In their pairs, learner A is the informer/writer, learner B is the runner.
 - ~ A stays put and tells any visiting B the prices that the visiting B needs to know. A must say the price in both the foreign and Hungarian money.
 - ~ Runner B meanwhile, runs off to another “country” (another A) to ask for a missing price, memorises it/ writes it down, returns to her own A.
 - ~ Runner B dictates the missing price to her writer A who then writes it into their price grid.
 - ~ Runner B then runs off to find another missing price. B knows where to ask for prices by the Post-its – these have the names of countries written on them.
 - ~ When the pair has all the prices, they can convert them into forints using their conversion tables on their 2.1 About Money task sheet (some pairs will do this as they go along). Then they answer the questions.
 - ~ This is a race. The first pair to successfully answer the questions is the winner.

7. Before you start the activity, you might want to elicit some language Ls need onto the board – remove it during the race if you want.
7. Ls need this language.
- B: *Hi! How much is a Big Mac in India, please?*
A: *It's 55 Indian rupees that's 258.5 forints.*
B: *Pardon?*
A: *It's*
B: *Cheers /Thanks/ OK right thanks.*
(B runs back to
A and says..) *A Big Mac in India is ...4 rupees.*
8. Start the activity with “Ready Steady GO!”. Half way through swap over the runners and writers (the As and Bs) to give everyone a chance at both roles. Monitor and help as appropriate.
8. Ls complete task.
9. When Ls have finished, check the answers to the questions.
a) UK b) China c) South Africa d) UK e) India f) UK
g) India
NB: The conversion rates may vary a little over time but this should not affect the answers to the questions.
9. Ls respond.
10. Close the activity by asking *Does anything surprise you about the prices?*
10. Ls respond.

LESSON 3: SMART SPENDERS

Aims of the lesson:

- to teach some Money words
- to practise stress and rhythm
- to scan & read for specific information
- to ask for, give and receive advice

Materials and resources: 3.1 Money rap (one copy for each L), 3.1 Recording of money rap, 3.2 Smart or Crummy Spender reading text (one copy for each L), 3.2 Reading task sheet (one copy for each L), Post-it notes, CD player

Before the lesson: Photocopy the materials ?

STAGE 1	Money Rap – Warmer
TIME	11 mins
SKILLS AND COMPETENCIES IN FOCUS	Developing money vocabulary Practising stress and rhythm
ORGANISATION	Whole group
AIDS AND MATERIALS	3.1 Money Rap, 3.1 Recording of money rap

TEACHER'S ACTIVITIES

1. Tell Ls that they are going to learn a rap about money. Play the 3.1 Recording of money rap (about 25 seconds long) and ask Ls to click their fingers along to the rap.

LEARNERS' ACTIVITIES

1. Ls listen to 3.1 Recording of money rap & click fingers.

2. Hand out 3.1 Money Rap, one copy to each learner and check the unfamiliar phrases. 2. Ls respond.
- ~ Feel the beat, you gotta = Feel the rhythm, you have (got) to...
 - ~ I'm a gotta have it girl = I have got to have this new thing because I want to be cool.
 - ~ So gimme money NOW! = Give me some money now (because I want to buy the "In" thing).
 - ~ Wha' d'ya wanna buy wid it? = What do you want to buy with it?
 - ~ Why don`ya SAVE? = Why don't you save your money?
 - ~ Spend money, borrow money = pénzt költeni etc.
 - ~ Now I'm broke! = Now I haven't got any money.
3. Replay 3.1 Recording of money rap and ask Ls to whisper along to let them get their tongues round the phrases at speed. Reassure them it doesn't matter if they miss words out, say it badly etc. 3. Ls whisper with tape.
4. Now practise saying the rap aloud. Divide the class into 4 groups A, B, C, D. Tell group A to say the words of verse A with the tape (*Feel the beat, you gotta...*); B to verse B with the tape (*I'm a gotta have it girl*); C to verse C (*What d'ya wanna buy wid it*); D to verse D (*Spend money, borrow money*). 4. Ls speak with tape.
- Replay 3.1 Recording of money rap and ask Ls to say their own verse of the rap with the tape, clicking their fingers.
5. Repeat this procedure but change around the verses the groups say and turn the volume down a little. 5. Ls speak with tape.
6. Repeat this procedure. Change around the verses the groups say, and don't use 3.1 Recording of money rap. You need to keep the rhythm by clapping. 6. Ls speak without tape.

7. Finish the activity by orchestrating the rap – all 4 groups say their different verses simultaneously (as in an orchestra where different instruments play different parts simultaneously).
- ~ Give one verse to one group i.e. Group A has verse A, B has B etc.
 - ~ Ask Ls to click their fingers (or tap the desks) to keep the rhythm. The group with verse A starts (here Group A). Ask them to say their verse and repeat it non stop until you ask them to stop.
 - ~ After one rendition, conduct in the group with verse B (here Group B) to chant along their verse with A. So you have Groups A & B chanting their verses together to the same rhythm.
 - ~ After one rendition of A & B chanting together, without stopping the rap, conduct in verse C's group so now you have 3 groups chanting 3 different verses non-stop, to the same rhythm.
 - ~ Finally bring in the last verse. Now all groups are chanting their verses simultaneously to the same rhythm.
 - ~ Conduct the performance by gesturing with your hands to raise or soften the volume, asking one group to stop, or all groups to stop dramatically at the same time etc.
- NB: This whole procedure is fast and should only take one minute so repeat the performance and swap round the groups if you want.

STAGE 2 Let's read – Pre-reading

TIME 3 mins

SKILLS AND COMPETENCIES Scan reading for specific information

ORGANISATION Whole class, individual work

AIDS AND MATERIALS 3.2 Smart or Crummy Spender reading texts, 3.2 Reading task sheet

TEACHER'S ACTIVITIES

1. Handout 3.2 Smart or Crummy Spender reading texts, and ask Ls *What's this about? What does Smart Spender and Crummy Spender mean?*
2. Ask Ls what the slogans on the 3.2 Smart or Crummy Spender reading texts mean – *Sale of the Year, Top Quality, Bargain Prices* and elicit the meanings of – “Sale, Quality, Bargain”.
3. Hand out the 3.2 Reading task sheet and ask Ls to do the Top Speed Read on this task sheet – here the Ls scan read the text and answer the four simple Top Speed Read questions quickly. Set a time limit of 1 minute (it'll probably take them less than this).
4. Check the answers.
a) – 4 b) – Holly c) – Sue d) – Rio

LEARNERS' ACTIVITIES

1. Ls answer: *It's about spending money; Smart Spender – someone who spends wisely; Crummy Spender – someone who wastes their money.*
2. Ls respond.
3. Ls do Top Speed Read on 3.2 Reading task sheet.
4. Ls respond.

STAGE 3 Let's read – While reading

TIME 9 mins

SKILLS AND COMPETENCIES Reading for specific information

ORGANISATION Individual work, whole class

AIDS AND MATERIALS 3.2 Smart or Crummy Spender reading text, 3.2 Reading task sheet

TEACHER'S ACTIVITIES

1. Ask Ls to read through the Slow Read questions on their 3.2 Reading task sheets. Check they understand “complain” in question 3.

LEARNERS' ACTIVITIES

1. Ls read questions.

2. Ask them to read 3.2 Smart or Crummy Spender reading text and answer the questions (individually). Set a time limit of 8 minutes. Reassure them that they DON'T have to understand every word in the text, just enough to answer the questions. They can try and guess the meaning of unknown words now, and you will deal with vocabulary in the next part of the lesson. While Ls are working, monitor and help.
2. Ls read text and answer questions individually.
3. Stop the Ls after 8 mins and go over the answers with the whole class.
3. Ls answer questions as whole class.

Solution: 1) – F 2) – F 3) – T 4) – T 5) – T 6) – T

7) *He always spends his money immediately, then has to borrow more.* 8) *His brother's right and this irritates him (Ls may have other ideas too).*

9) *She saves up for things.*

NB: Ls may want to discuss questions 7-9 which are more interpretative, in Hungarian.

STAGE 4 The Words! – Vocabulary practice

TIME 5 mins

SKILLS AND COMPETENCIES Developing money vocabulary

ORGANISATION Pair work, individual work

AIDS AND MATERIALS 3.2 Reading task sheet, 3.2 Smart or Crummy Spender reading text

TEACHER'S ACTIVITIES

1. Ask Ls in pairs to do the Vocabulary section on their 3.2 Reading task sheets – *Match A with B.*
2. Check the answers together and practice the pronunciation of the words by asking Ls to repeat after you.

LEARNERS' ACTIVITIES

1. Ls complete task in pairs.
2. Ls respond and listen and repeat.

a) – vii) b) – vi) c) – i) d) – xi) e) – iv) f) – iii) g) – ii) h) – v) i) – viii)

VARIATION FOR LESSON 3 STAGE 4 – VOCABULARY ACTIVITY

AIDS AND MATERIALS	3.2 Reading task sheet
DESCRIPTION	The last practice on 3.2 Reading task sheet is the Crossword. This should take 3 / 4 minutes to do. If you have enough time, ask Ls to complete the crossword in class. Remember however, that you will need 15 minutes for the final “Top Tips” activity in the lesson. So, if you feel you are running short of time, ask them to do the Crossword at home as an extra practice. If you do the crossword on 3.2 Reading task sheet in class, ask Ls to do it in pairs. Check answers as you go round. Solution for crossword: Across: 1. brand names 4. earns 6. broke 7. owe 8. can’t afford Down: 1. bargain 2. mate 3. Pocket money 5. save up for
STAGE 5A	Top Tips – Walk ‘n Talk – Post Reading
TIME	15 mins
SKILLS AND COMPETENCIES IN FOCUS	Asking for, giving, accepting advice about money
ORGANISATION	Group work, pair work, individual work
AIDS AND MATERIALS	Post-it notes

TEACHER’S ACTIVITIES

- On the board write *Top Tips For Shopping* – explain that a *Top Tip* means “A good idea”. Elicit some ideas for Smart Shopping on to the board.
- Tell Ls that they are going to give each other good ideas about dealing with money. Divide them into groups of 4.
- Write some Top Tip topics on the board (i.e. *Top Tips for Christmas Shopping; Top Tips for Summer holiday shopping; for clothes shopping; for CD shopping; for saving money; Top Tips for making Money*) and give each group a topic or, ask them to chose their own.

LEARNERS’ ACTIVITIES

- Top Tips For Shopping
You should...
~ shop around.
~ get clothes from the 100ft-os shop.
~ think before you buy.

- Ls get into 4s.

- Ls listen.

4. Ask groups to write 6 *Top Tips* about their topic – they can be funny, serious, real, imaginary etc. First, each group member should write 2 tips by themselves. Set a time limit of 3 minutes for this. On the board write *You should + do something* to start them off. Monitor and help as necessary.
NB: While Ls are working, go round and give each L a Post-it note.
5. Ask the groups to share their suggestions, eight altogether and choose the best 6 Top Tips in the following way.
~ Each L reads out aloud her 2 tips to the rest of the group.
~ The group accepts the 6 best ones (some Ls may have written the same top tip).
~ Every L should write the 6 best Top Tips down.
Give Ls 4 minutes for this.
6. Ask Ls to write their topic on the Post-it then stick it on their jumpers.
7. Tell Ls that now they should mingle around the classroom and ask for Top Tips on the topic of their choice – they know the topics by reading the Post-its. But, before Ls start, elicit some language Ls may need onto the board – i.e. ask them *OK, I meet Timi. Her topic is mobile shopping so what can I say? What can she say? And then? Etc.* Show them they should improvise a little too.
8. Start the activity with *OK everybody. Please stand up and Walk and Talk.* Monitor and help as appropriate.
9. After 4 minutes (or enough time for Ls to have one or two short conversations – each conversation only lasts about 1 minute) ask them to return to their seats and ask *Which were some good Top Tips?*
4. Ls write 2 Top Tips each.
5. Groups select the 6 best Top Tips in the group and write them down like this:
Top Tips for clothes shopping
You should...
~ *shop around.*
~ *get clothes from the 100ft-os shop etc.*
~ *sell clothes to your sister.*
6. Ls write topic on Post-it i.e. “Christmas Shopping”.
7. Ls suggestions might include:
You Hi Timi. Can I have some Top Tips for Mobile Shopping?
Timi Sure... you should sell your old phone to your mum's younger brother etc.) for money.
You Yeah, good idea.
Timi And... you should shop around because mobile prices are different. Tesco is cheap, the Vodaphone shop is expensive.
You Yeah True. Cheers, Timi!
8. Ls walk around the classroom giving and receiving advice.
9. Ls respond.

STAGE 5.B The questionnaire – Post reading (for groups with a lower level of English than required for 5.A)

TIME 15 mins

**SKILLS AND COMPETENCIES
IN FOCUS** Exchanging information about shopping habits

ORGANISATION Group work

TEACHER'S ACTIVITIES

1. Tell Ls they are now going to ask and answer each other questions about “Money”. Divide the Ls into 4 groups.
2. On the blackboard write the questionnaire as shown in Learners’ activities and elicit some “Smart Shoppers” questions to write in the “Do you ever...?” column.
3. Ask each learner to copy down this questionnaire into their exercise-books but not to write in any questions. They should leave space to write 6 questions.
4. Ask groups to fill in their questionnaires together by writing “Do you ever...?” questions. All group members should write the same questions in their questionnaires.
5. When the groups are ready with their questionnaires, rearrange them so each L is in a different group. Each L now asks their new group members their “Do you ever...?” questions and records the results by ticking the “Yes” or “No” column.
6. When all Ls have completed this task, ask them to return to their original groups.

LEARNERS' ACTIVITIES

1. Ls get into 4 groups.

2. Ls suggest ideas to put questionnaire.

Smart Shoppers

Do you ever...?

No Yes

~ *Buy bargains*

~ *Get clothes from the “100 ft-os” shop?*

~ ...

3. Ls copy empty questionnaire into exercise-books.

4. Groups think of and write questions into their questionnaires together.

5. Ls get into new groups and ask new group members the questions they wrote down in their questionnaires.

6. Ls return to original groups.

7. Now ask Ls to tell their original group members the results of the questionnaire. Write this language on the board to help them. *4 of us / All of us / None of us / Some of us / 6 of us ... buy brand names.*
7. Ls talk about results of questionnaires using this language. *4 of us / All of us / None of us / Some of us / 6 of us ... buy brand names.*

STAGE 6 How much do they pay? – Setting homework

TIME 2 mins

**SKILLS AND COMPETENCIES
IN FOCUS** Research skills (interviewing)

ORGANISATION Individuals

AIDS AND MATERIALS 3.2 Reading task sheet

TEACHER'S ACTIVITIES

1. Tell learners that for the next lesson they need to collect data from an adult they know, about how much this adult spends on basic things like heating, phone, food, in a month.
2. Put these on the board and ask Ls to copy them:
Name of interviewee:
How much do you pay a month for
electricity
gas
phone
mobile
the Internet
food
3. Ask Ls to put these data down because they will need them in the next lesson.
NB: The reason why we do not ask Ls to ask their parents is because it may be embarrassing for some of them.
4. Ask Ls to complete the Crossword on 3.2 Reading task sheet if you did not do it in Lesson 3, Stage 4.

LEARNERS' ACTIVITIES

2. Sample answer:
Name of interviewee: Béla Kovács
How much do you pay a month for
electricity: HUF 1200
gas: HUF 5800
phone: HUF8600
mobile: HUF 5000
the Internet: HUF 6700
food: HUF 57000

LESSON 4: MONEY IN YOUR POCKET

Aims of the lesson:

- to talk about sums of money, prices, budget
- to come to an agreement about money
- to make promises
- to give reasons
- to listen for global understanding and for details

Materials and resources:

4.3 Recording, 4.3 Listening task, 4.3 Gapped dialogue, 4.4 Role cards, Ls' homework

Before the lesson: Make a copy of 4.3 Listening task and 4.3 Gapped dialogue for each L. Make a copy of 4.4 Role cards for each pair and cut them.?

STAGE 1	Fixed costs line – Checking homework
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Saying, comparing, asking about sums of money
ORGANISATION	Whole class
AIDS AND MATERIALS	Ls homework as described in Lesson 3, Stage 6

TEACHER'S ACTIVITIES

1. Ask Ls to stand up with their homework with them. Tell them that they will make lines. Show them where the 'most to pay' and the 'least to pay' areas are in the classroom. Explain that they will need to line up between these two points according to how much the person they interviewed for their homework pays for different bills a month.
2. Tell Ls that first you want them to line up according to the gas bill their interviewee pays a month and elicit the question they need to ask if they want to find their place in the line. Get some Ls to repeat the question then let Ls line up.

LEARNERS' ACTIVITIES

2. Ls ask: *"How much does your interviewee pay a month for gas?"*

3. Prompt Ls to line up for the electricity bill, phone bill(s), money spent on food, and after each line-up ask some Ls in the middle, at the end and in the front how much their interviewee spends. Then discuss how bills can be cut, can be made smaller.
3. E.g: *have more clothes on at home, have better windows and doors, switch off lights/ tv/computer if you do not need them, do not use the phone in peak time, only use the phone if you really need to, and not for chatting.*

VARIATION IF IT IS NOT POSSIBLE TO LINE UP IN THE CLASSROOM.

AIDS AND MATERIALS	Ls homework as described in 3.6
DESCRIPTION	This variation is similar to an auction. Ls shout in the sums of money, but the rule is that they can only say a bigger sum than the last one. This way you can establish which interviewee pays the most.

STAGE 2	How much pocket money would you really need in a month? – Communication
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Talking about activities and prices, budgeting, giving reasons
ORGANISATION	Pairs
AIDS AND MATERIALS	None

TEACHER'S ACTIVITIES

1. Ask Ls if they think they have enough pocket money, then tell them that now they can calculate how much they would really need a month. Draw this grid on the board leaving the third column blank. Ls will use the third column later.

How much pocket money do I really need for a month?

For what?	Amount	

Total:

LEARNERS' ACTIVITIES

2. Ask Ls to make pairs. Ls who are friends and meet outside the school may be able to work better together. Tell Ls to use the grid to calculate how much pocket money they would really need. They do not have any limitation, they can have as much as they need. They should both fill in the grid but they do not have to write the same information.

3. As pairs are working, monitor and help with vocabulary.

3. Sample answer:

How much pocket money do I really need for a month?

For what?	Amount	Why?
Mobile phone card	HUF 5000	To phone my parents if I come home later than usual
Cinema once a month	HUF 800	All my friends are going
Save up for a new MP-player	HUF 2000	My old one is broken.

Total: HUF 7800

4. Now ask Ls to collect reasons why they need the money, why the thing/activity they need it for is important/meaningful. Write 'Why?' in the third column of grid and ask Ls to collect their arguments there.

5. Monitor and help as needed.

STAGE 3 I need more pocket money – Listening

TIME 13 mins

SKILLS AND COMPETENCIES IN FOCUS Listening for global understanding and for details

ORGANISATION Whole class

AIDS AND MATERIALS 4.3 Recording, 4.3 Listening task, 4.3 Gapped dialogue

TEACHER'S ACTIVITIES

1. Ask your class if they often talk to their parents about money. Ask them what they usually talk about. Tell them that they are going to listen to a mother and her son, Peter talk about money. Put these questions on the board: *What does Peter want? What does Peter get? What does Peter promise?*
2. Play the tape and discuss the answer with the class.
3. Hand out 4.3 Listening task and play the tape again. Get Ls to compare answers, then check it with the whole class.
Solution: *a-7, b-10, c-5, d-8, e-3, f-4, g-6/9, h-1, i-2, j-6/9*
4. Hand out 4.3 Gapped dialogue and ask Ls to fill in the gaps. Some Ls may want to work on their own, while others may prefer to work with a partner.
5. Play the tape again and ask Ls to check their answers.
6. Discuss with the class any problems or questions that may arise.

LEARNERS' ACTIVITIES

1. Possible answers: *I ask them for money. I ask them to give me more pocket money. I ask them to lend me money. I ask them to give me my pocket money a bit earlier.*
2. Possible answers: *Peter wants 800 forints for the cinema and more pocket money, 10000 forints, a month. Peter gets more pocket money. He promises to switch off the lights and use the phone when it is free or keep his conversations short.*

STAGE 4 Negotiating your pocket money – Communication

TIME 10 mins

**SKILLS AND COMPETENCIES
IN FOCUS** Giving and asking for factual information
Agreeing and disagreeing
Giving and asking for reasons
Making promises

ORGANISATION Pairs

AIDS AND MATERIALS Ls' grids from Stage 2, Ls' homework as described at 3.6, 4.4 Role cards

TEACHER'S ACTIVITIES

1. Tell Ls that they will meet an imaginary parent to agree on their pocket money. Ask Ls to find a different partner from the one they worked with in Lesson 4 Stage 2, and decide who is A and who is B. A's will be the teenagers and B's will be the parents. Ask A's to use the ideas from their grid of Stage 2. Ask Bs to use the information they collected from the person they have interviewed as their homework. The aim for As is to get as much pocket money as possible. The aim for Bs is to give as little pocket money as possible. They need to come to an agreement in three minutes.
2. As pairs are doing the role-play, monitor and collect examples of good language use.
3. When the three minutes is over, ask pairs to settle on a final figure. The L who acted as the teenager must remember this figure. Then with a happy face repeat some good sentences you heard. You may want to put them on the board.
4. Now ask A and B to exchange their role cards. This will be their new role. Ask them to find another partner with a different role and repeat Steps 2 and 3.

LEARNERS' ACTIVITIES

1. Ls find a new partner.

2. Sample dialogue:

A: Dad, I think I need more pocket money. It is only the 18th and I have no money left at all.

B: You spend too much.

A: Too much? I only have 3000 a month. All my friends get more than that.

B: How much do you want then?

A: 5000. It would last me the whole month.

B: You know that we have a lot of bills. And your computer is always on.

A: Dad, I will switch it off. I will switch the lights off, I will switch everything off if you want me to.

B: That would be nice. What about the phone bill then? I've just paid 15000 forints. If you spend less on the phone, you can get the money you save on it. That can easily be 2000.

A: Dad, you are great! I will only use the phone when it is free, I promise. So, can I get the 2000 more then?

B: Oh, all right. Let's try it for a month. But I will check the phone bill.

5. Ask Ls to line up according to the amount they managed to negotiate as their pocket money. Show them where the areas for the least pocket money and most pocket money are in the classroom.
5. Ls ask each other e.g.: “How much pocket money did you manage to get?” and line up.
6. When Ls have lined up, ask some Ls to tell the class how they managed to ‘get’ so much or give so ‘little’.
6. E.g.: *It was easy. I promised that I only use the phone when it is free. After that, I could get the pocket money I wanted.*

VARIATION FOR PAIRS THAT WOULD FIND IMPROVISING A DIALOGUE TOO HARD.

AIDS AND MATERIALS	Ls’ grid from Stage 2, Ls’ homework as described at 3.6, 4.4 Role cards, 4.3 Gapped dialogue completed
DESCRIPTION	Instead of getting Ls to improvise the dialogues, ask pairs to sit down and write up their dialogues first. They may also use their completed 4.3 Gapped dialogues as a model.

STAGE 5	Revision – Setting homework
TIME	2 mins
SKILLS AND COMPETENCIES IN FOCUS	Vocabulary
ORGANISATION	Individuals
AIDS AND MATERIALS	None

TEACHER’S ACTIVITIES

1. Tell the class that in the next lesson they will do many tasks with money. Ask them to revise all the money materials they have done so far.

LEARNERS’ ACTIVITIES

LESSON 5: AROUND THE CLASS WITH MONEY

Aims of the lesson:

- to ask and answer money-related questions
- to revise money vocabulary
- to scan read
- to read for specific information and use information gained through reading
- to discuss the budget of a party

Materials and resources:

PACK ONE: 5.1 Board game instructions (1 copy), 5.1 Questions for Board Game (1 copy of questions), 5.1 Board game. PACK TWO: 5.1 Money Picture Instructions (1 copy), English speaking newspapers and magazines with ads, PACK THREE: 5.1 A Poem (2 copies). PACK FOUR: 5.1 Reading text (4 copies), 5.1 'Fake or real?' Task sheet (1 copy for each L), 5.1 'Fake or real?' Key (1 copy). PACK FIVE: 5.1 Party shopping task sheet (1 copy), current supermarket/magazine/website ads with special offers on food and drink, Key: 5.1 Party shopping task sheet completed by the T for the particular class using the ads T could find, 10 important activities from the module printed on separate A3 sheets in large print, blutack, Post-it notes (12 for each L).

Before the lesson: Decide which of the five packs offered are appropriate to the needs of your class. Ls will have time to do about three or four out of the five. We suggest that you have one more pack than there will be groups in your class i.e. four groups but five packs.

This way, Ls do not need to wait for each other if they finish earlier than other groups. You may also want to consider using all the packs and giving your Ls a choice. If you choose Pack Three (5.1 A Poem), you need to write out the solution on a piece of paper and place it in the Learning Area. This is so Ls can check their own answers when they have completed the task.

Solution to 5.1 A poem:

~ Put the verses in order: D B E A C

~ Fill in the gaps: 1. Grow 2. money 3. save 4. Doesn't 5. me 6. hair 7. home 8. Leaves 9. green 10. Pushes

~ Why is Károly Róbert in the poem? He is on a 200 forint note.

To prepare Stage 2 main version:

1. Print 10 important activities from the module in the middle of separate A3 sheets of paper in large print. For example, *Barter game* (Lesson 1), *Price grid race* (Lesson 2), etc.
2. Prepare one Post-it evaluation for each L as described below at step 9. Make sure that it is as positive as possible.

Classroom arrangement:?

Set up a Learning Area in the classroom for each pack you wish to use. For example, push tables together in different parts of the classroom, position chairs round the tables and place the materials you need for each pack on the tables. Place any solutions you have prepared, face down on the tables. Make A3 posters for each Learning Area, advertising the activity Ls can do there. E.g. *PACK ONE: How much do you know about money and the rich? Play this board game and find out!* *PACK TWO: How fast are you? Make a quick poster!* *PACK THREE: The poetry of Money!* *PACK FOUR: Can you find the fake money?* *PACK FIVE: How much is your party?*

STAGE 1 All Change – Revision activities and games

TIME 30 mins

**SKILLS AND COMPETENCIES
IN FOCUS** Asking and answering money-related questions
Revising money vocabulary
Scanning magazines, ads, newspapers
Reading for specific information
Using the information gained through reading in decision making
Discussing the budget for a party

ORGANISATION Groups of about 4-6 Ls

AIDS AND MATERIALS PACK ONE: 5.1 Board game instructions, 5.1 Questions for Board Game, 5.1 Board game. PACK TWO: 5.1 Money Picture Instructions, English speaking newspapers and magazines with ads. PACK THREE: 5.1 A Poem. PACK FOUR: 5.1 Reading text, 5.1 ‘Fake or real?’ Task sheet, 5.1 ‘Fake or real?’ Key. PACK FIVE: 5.1 Party shopping task sheet, currant supermarket/magazine/website ads with special offers on food and drink, Key: 5.1 Party shopping task sheet completed by the T for the particular class using the ads T could find.

TEACHER’S ACTIVITIES

1. Divide the Ls into groups, and ask each group to go to one of the Learning Areas. Tell them that they will find an activity and instructions on the table telling them what to do. They should read the instructions and do what they say. When they finish, they can check their answers using the solutions which have been placed face down on the tables. They have about 8 minutes at each Learning Area, and you will clap your hands after each 8 minutes. (If they finish earlier, they can go to the extra area you have set up.)
2. As groups are working, monitor and help as needed.
3. After 8 minutes, clap your hands (or give some other sign) and ask Ls to tidy up the Learning Area they have used so far, put materials back the same way as they found them. Make sure that keys are placed face down on the tables and that no one takes material that other groups will need, to the next table.

LEARNERS’ ACTIVITIES

1. Ls go from one Learning Area to another and do the task together, then check their answers.
2. Ls complete tasks.
3. Ls tidy up Learning Areas.

4. Ask Ls to move round to another Learning Area to read the instructions then complete the activity.
 4. Ls move to new Learning Area and complete next activity.
 5. Repeat this procedure about 4 times.
 5. Ls complete activities.
- NB: Ls are unlikely to complete all the activities during the time allocated, so use ones they haven't done as warmers for other lessons.

STAGE 2	“Mingle ‘n price” – Assessment and feedback
TIME	15 mins
SKILLS AND COMPETENCIES IN FOCUS	Reflecting Evaluating
ORGANISATION	Whole class
AIDS AND MATERIALS	10 important activities from the module printed on separate A3 sheets in large print, blutack, 12 Post-it notes for each L

TEACHER'S ACTIVITIES

1. Display your posters of 10 important activities from the module on the classroom walls.
2. Explain to Ls that they will express their opinion about the activities in the module by giving a “price” to it. The better, the more enjoyable, the more useful something was, the higher price they can give to it. The prices can go from 1 US dollar to 100 US dollars. Write this on the board:
1 dollar: Useless, boring.
100 dollars: Useful, interesting/fun.
3. Give Ls 10 Post-its each and ask them to put a price on each activity using the Post-its. On the back of the Post-it, ask them to give their reason(s) for the price.

LEARNERS' ACTIVITIES

3. Ls write a price on the Post-its for each activity and give their reasons for the price. E.g.: *The Race ‘n Read, Lesson 2 (Price Grid race) – 75 dollars because we ran a lot.*
“We could talk to a lot of people.” “ It was hard to understand.” “The text was interesting/too hard/too easy/ boring etc.”

4. Ask Ls to mingle and put their prices and reasons for the prices on each activity poster.
 5. Ask one L or two to add up the total price and calculate the average price for each activity and write it on the A3 sheet of paper with the activity's name on. Ask them to write the reasons from the back of the Post-its around the price.
 6. Ask Ls to walk around and look at the average prices and reasons, then ask them if they want to comment on any. Ask Ls *'Were you surprised by the prices of the activities?'*.
 7. Give two more Post-its to each L, and ask them to write one price for themselves and their reason for it on the back. Make it clear that it is not the price of the person, but how they worked and developed all through the module. Ask them to choose somebody they have worked a lot with during the module, and give them a price for their work during the module, too, with reasons at the back. Write these on the board for Ls to copy on their Post-its:
For my work in the module:
For your work in the module:
 8. Ask Ls to mingle and give their prices to each other, then compare these prices and the reasons to the ones they have given themselves.
 9. As Ls mingle, give out your Post-it evaluations to Ls with a price you give for their work in the module with your reasons for it at the back. You also may wish to comment on Ls' work verbally, praising their work as much as possible and saying something positive even if it is hard to find what to say.
 10. Finally, give one more Post-it to Ls, and ask them to give you a price for your work during the module. Ask them to give their reasons at the back. Ask them to leave it for you on your table.
4. Ls mingle and complete task.
 5. Ls value each activity.
 6. Ls may want to say something about the activities or comment on the differences in how people evaluate activities. E.g.: *"Can we read more about faking money?" "Everyone else liked the board game. I didn't. I don't like board games."*
 8. E.g.: *"You have given me 100 dollars! Why?" "I have only given myself 50 dollars because sometimes I finished activities too soon/ I did not really learn too many new things / I forgot about the interview and I had nothing in the next lesson. I could not do the tasks."*

**VARIATION FOR GROUPS 1. WHERE LS ENJOY THE ACTIVITIES IN LESSON 5, STAGE 1, AND THE T DECIDES TO SPEND MORE TIME ON THEM
2. WHERE T THINKS THE EVALUATION PROCEDURE SHOULD BE MORE SIMPLE.**

AIDS AND MATERIALS None

DESCRIPTION Use 40 minutes for Stage 1 and give evaluation as homework. Ask Ls to list the ten most important activities they have done about money. Put this list on the board then add “*I, another student, the teacher*” at the end of the list. Explain the pricing system as above. Make the list into a grid like this for Ls to fill in at home:

Who? / What?	How much?	Why?
Price grid race		
Barter game		
Etc.		
I		
Another student:		
Teacher		

Note: You can make the evaluation even simpler by 1. choosing only 5 or 6 activities to evaluate 2. allowing the (partial) use of Hungarian when Ls fill in the 'Why?' column.

Do a feedback session in the next lesson.