

# Teacher's Notes

## UNIT 5 Tiger values

### Making money decisions

**Type of activity:** pair and individual work

**Focus:** listening, speaking, reading and writing skills

**Active language:** wants, needs, spend, save, share, present simple: questions and positive sentences

**Level:** elementary, grade 3

**Time:** 45 minutes

#### Materials:

- Student's Worksheets 1, 2 and 3 – one copy per pupil
- (optional – extension activity) Student's Worksheet 3 – one copy per each pair of pupils

#### Procedure:

1. Greet the class. Take some money out of your pocket, and ask the class to help you add everything up in English to find out the total sum. Ask the pupils what they could buy for this amount of money. Encourage them to use L2 and help with translation if necessary. Explain that today's lesson is going to be about making money decisions.
2. Elicit from the pupils what adults spend their money on, e.g. house, car, etc. Then elicit what children their age spend money on. Hand out Student's Worksheet 1, and encourage the pupils to compare their ideas with the items in Activity 1. Explain any unfamiliar words.
3. Tell the pupils the difference between *wants*, i.e. things we want to have, and *needs*, i.e. things we need to have. Ask them to decide whether the items in Activity 1 are *wants* or *needs* and to circle them in accordance with the colour code. If the pupils believe an item can be a want and a need simultaneously, they circle it using two colours. Go through the items one by one, asking the pupils how they categorized it and asking for explanation in L1. Answers may vary.
4. The pupils complete the table in Activity 2 with their own wants and needs. They can use the items from Activity 1 or provide different answers. In pairs, the children compare their tables. Ask a few pairs to report on their similarities to the whole class. Then discuss in L1 what is more important, *wants* or *needs*, and how to plan spending accordingly.



5. Write Spend, Save, Share on the board. Explain or elicit the meaning of the verbs. Explain in L1 that making responsible money decisions includes these three activities. When we save money, we can later buy something bigger. Give out the copies of Student's Worksheet 2 and explain the pupils are going to look at their peers' spending, saving and sharing of their money. Go through the interview with the whole class, having volunteers read it out. Explain any unfamiliar vocabulary. Then the pupils read the interview again and decide if any of the answers are true for them too. Volunteers read the answers out loud one by one. Everyone who would give the same answer holds their hand up.
6. The pupils write their own answers to the questions in Activity 2, using the interviews in Activity 1 as a model. Monitor their work and provide help when necessary.
7. In pairs, the pupils interview each other, using the questions and their own answers from Activity 2. Encourage a pair of volunteers to model the interview for the rest of the class first. After the task, ask a few individual pupils to report on what they have learnt about their friend.
8. Hand out the copies of Student's Worksheet 3. The pupils' task is to decide how to divide 100 zloty into the three categories. They write the sums next to the headings and draw pictures of items they could buy instantly and bigger items they would keep saving towards and illustrate how they could share some of the money. Volunteers show their pictures to the whole class and explain the drawings. The rest of the class present their drawings in pairs.

#### Extension

The pupils work in pairs and complete the activity from Student's Worksheet 3 for you, i.e. they decide how much you could spend, save and share. They draw the illustrations as well. All the pairs then present their ideas to the whole class. Thank the pupils for all their ideas, and say which ones are closest to what you would actually do yourself.

