

MONEY

Level: intermediate- upper-intermediate (B1/B2)

Time: 45 minutes

Aims:

- To learn some facts about financial education
- To learn to manage students personal finances
- To help students to manage their money
- To introduce new words connected with money
- To read for detailed information
- To look for specific information in the internet (preparation for WebQuest)

Language functions:

- To describe financial situation, savings, banks etc.
- To talk about students personal finances
- To use new words in personalized context

CLIL: Maths

Materials: web pages

Introduction:

The lessons consist of a series of activities to help students discuss the idea of money, savings, banks and to equip them with skills, knowledge they need to manage their personal finances. The material used during the lessons covers the issues connected with maths.

STAGE	AIMS	PROCEDURE	TIME	MATERIALS
Warm-up activity	The aim of this task is to get students interested in the topic and to get them to talk about their financial situation.	Teacher asks students if they save money, if so, what they are saving for, if they like spending money or prefer to save it. Teacher may also give some personal information concerning the topic.	2-3 min	
Main part of the lesson	<p>The aim of this task is to get students interested in the topic and to check/develop their vocabulary.</p> <p>The aim of this task is to get students thinking about the concept of saving money.</p>	<p>1. Brainstorming. Teacher asks students to write on the board as many words connected with money as they can. Then gives students 60 seconds to try to remember them. After that time, Teacher checks how many words Students remember.</p> <p>2. Vocabulary exercise Teacher asks students to go to page : www.mybnk.org/jargon-buster Every student in the group tries to find one new word connected with money (the number of students may vary, if a larger group then 2 students find one word). Next students write down their words on the board and explain them to the others.</p>	<p>2-4 min</p> <p>10 min</p>	www.mybnk.org/jargon-buster

		<p>3. Discussion First, Teacher asks students if it is important to save money or not. Teacher asks students what they might save for and how they might go about it. Then Teacher asks students to work in pairs and asks them to write 5 the best saving tips they can share with the other students (or their partners only).</p> <p>4. Task Teacher draws a large shopping bag on the board and every pair of students gets a shopping list. Students should research on the internet where to find them for the cheapest possible price. Students have a limit of 8 minutes to do this task and then they should compare their process. (Every pair has the same shopping list, the items on the list are just in a different order). Students can use different online shops such as http://www.sainsburys.co.uk/sol/index.jsp</p>	<p>5-10 min</p> <p>10-15 min</p>	<p>http://www.sainsburys.co.uk/sol/index.jsp</p>
Wrap-up	To check what students remember to summarize the lesson.	Teacher asks students to compare their shopping lists and see who the winners are (who has spent the least money). They can exchange some opinions about shops, prices and the products they bought. There can be a reward for a winning student/pair as saving pays back.	5 min	

Useful links:

www.mybnk.org/jargon-buster

<http://www.sainsburys.co.uk/sol/index.jsp>

Notes:

Shopping list can vary depending on the season (summer fruits/ autumn mushrooms etc.)