



DO YOU KNOW?

Lesson Plan
Level 3

MONEY

CEFR A1+ Level

YLE Movers

LESSON OBJECTIVES

Vocabulary

- Economics: currency, price
- General: made of, digital, metal
- Verbs: pay, trade, sell
- Adjectives: gold, silver

Grammar

- Present simple
- Present continuous
- Synonyms and antonyms

Skills

- Reading: for gist, for specific information, linking ideas, vocabulary development, categorizing
- Writing: simple sentences, describing money, categorizing information about money
- Listening: for gist, for specific information
- Speaking: describing, asking and answering questions about money, explaining, presenting information

Resources

- Do You Know? Money book
- Visit www.ladybirdeducation.co.uk for
 - Reading Activities
 - Video Activities
 - Audiobooks
 - Video clips

LESSON PLAN

Timing: 40–60 minutes

Before reading: 10 minutes

During reading: 20 minutes

After reading: 10 minutes.

Before reading

- Show pupils the Contents page and explain its purpose. Choose some headings, and ask pupils to find the pages they relate to. Have a race to see who can find them first.
- Show pupils the pictures on pages 4–5 and go over the vocabulary. Ask: *Which words are verbs?*
- Ask pupils if they can find any other verbs in the book, and to mime them to rest of the class.
- Hand out the reading activities sheet. Ask pupils to do activity 1. First check answers in pairs, then correct answers as a class.



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During reading

- Read or play the audio recording and ask pupils to follow the text in their books up to page 9. Pause to ask the 'Look' question to check understanding. Ask: *What other things might people have needed?*
- Continue to read or play the audio recording to page 13. Pause to ask the 'Think' question to check understanding. Ask: *Do you know who is on the coins of your currency?*
- Ask pupils to work in pairs to do activity 2 on the reading worksheet, correcting as a class.
- Continue to read or play the audio recording to page 17. Pause to ask the 'Think' question to check understanding. Ask: *What is the difference between polymer and paper?*
- Ask pupils to work in pairs to do activity 3 on the reading worksheet, correcting as a class.
- Continue to read or play the audio recording to page 23. Pause to ask the 'Look' question to deepen understanding.
- Continue to read or play the audio recording to the end of the book. Encourage pupils to summarize to check understanding. Ask: *What is e-money?*
- Organize the class into pairs. Hand out the video worksheets. Check that pupils understand the tasks. Play the videos, pausing after each one to give pupils time to answer. Check their answers.
- Ask pupils to do activity 4 on the reading worksheet independently, correcting as a class.

After reading

- Ask pupils to do the quiz on pages 30–31 of the book individually. Check their answers.
- Organize pupils into pairs or small groups and ask them to complete some or all of the 'Find out!' activities on pages 11, 21 and 27. Ask one person from each group to present the information they learn to the rest of the class.
- Ask pupils to create a timeline showing how money has changed over time.
- Ask pupils to create a fact file on a currency of their choice and present it to the rest of the class.
- Organize the class into pairs and ask them to complete one of the 'Project' tasks on page 7 or 19. Set as homework if time is short.
- As homework, ask pupils to research which continent has the most currencies.

DIFFERENTIATION

Extra support

- Mix pupils of different abilities when doing group work.
- Encourage pupils to draw and label answers rather than write full sentences.
- For all speaking activities you can show with a pupil or ask two stronger pupils to show the class.

Extension

Fast finishers can write an advert for a digital currency, trying to persuade buyers to invest in it.