

Introduction lesson – 1

Teacher's page:

1. Start the lesson by passing round a toilet roll.

The teacher tears off three pieces of the toilet roll before passing it around to the students, who then tear off as many pieces of toilet paper as they want.

When the roll has been passed back to the teacher, he/she starts by saying three things about himself/herself. For example: I am Debbie. I have two children, a boy and a girl. I teach English to adults and children.

The students in turn have to say as many things about themselves as the number of pieces in their hand.

2. Play Bingo – introduction lesson

This is a nice way to get to know the students in your class. It is a non – threatening way to get them to know each other. Each student can talk as much or as little as he/she wishes.

Instructions:

Print enough Bingo boards for the class.

Cut up one Bingo board into cards and keep them for yourself.

Hand out a Bingo board to each student.

Place your cut-up cards face down in front of you.

Turn over a card, for example: "Who has a pet?" Ask the students the question.

The students that have a 'pet', mark the square with an X and talk for up to one minute about their pet.

Continue the game in the same manner until one of the students has completed a row either horizontally, diagonally or vertically.

Length of game: Around 45 minutes, depending on the number of students in the class.

Introduction lesson – 1

Student's page:

BINGO

Who has a brother?	Who has a pet?	Who is born in March?	Who plays a musical instrument?
Who likes to watch TV?	Who can play chess?	Who likes to listen to music?	Who lives in a flat?
Who eats meat?	Who can ski?	Who has family living abroad?	Who can speak three languages?
Who likes shopping?	Who collects something?	Who likes the summer?	Who would like to meet the Queen of England?

Lesson 11 - money

I feel like a million dollars!

Teacher's page 1:

1. Hand out Teacher and Student page 1 and discuss the quotations and ask the questions.
2. The students read the story about John.
They have to find the expressions to do with money, and work out what they mean.

Teacher's version of the story (expressions shown in bold):

John...

Although he was born with a **silver spoon in his mouth**, John had managed to make many bad investments and got to a point in his life where he could hardly **make ends meet**. His parents were still **stinking rich** with their house in the country and a Rolls Royce in the driveway, but refused to help their son **get through the month**.

At the age of 43 he should have been in a **high income bracket** - most of his friends were **rolling in it** – but in fact he had difficulty in **getting by**. He was almost **on the bread line** and had stopped socializing with most of his friends who were **filthy rich** and travelled at least twice a year to exotic destinations around the world.

Poor John! At this stage in his life all he wanted to do was **keep his head above water**.

Teacher's explanation of the expressions:

born with a silver spoon in his mouth – born into a rich family

to make ends meet – to manage on your income

stinking rich – extremely rich

to get through the month - to manage on your income

lower and higher income bracket – people receiving low salaries/high salaries

rolling in it – extremely rich

to get by – to manage with the money you have

on the bread line – very poor

filthy rich – extremely rich

to keep your head above water - have just enough to live

I feel like a million dollars!

Teacher's page 2:

Optional: Play one of the following songs in the background, while the students do the following activity.

Money makes the world go round – Cabaret Money, money, money – ABBA
Can't buy me love – Beatles Money - Beatles

3. Hand out Teacher and Student page 2.

Divide the students into pairs. Each pair writes the words in the correct column:

affluent	broke	comfortable	well-off	loaded
destitute	in the red	hard up	in the black	prosperous
wealthy	impoverished	penniless	well-to-do	bankrupt
moneyed	in debt	bust	skint	solvent

HAVE MONEY PROBLEMS	DON'T HAVE MONEY PROBLEMS
broke	affluent
destitute	comfortable
in the red	well-off
hard up	loaded
impoverished	prosperous
penniless	wealthy
bankrupt	well-to-do
in debt	moneyed
bust	solvent
skint	in the black

After completing the table, check if the columns are correct.

Divide the class into two groups - a 'rich' group and a 'poor' group.

One student from the 'poor' group uses a word from the 'have money problems' column to make up a sentence. Immediately a student from the 'rich' group has to respond with one of the words from the 'don't have money problems' column.

For example:

Poor – I can't meet you for a coffee this week. I am **skint**.

Rich – Don't worry, I am so **well-off** that I'll pay for your coffee.

I feel like a million dollars!

Teacher and Student page 1:

Discuss the following quotes.

A poor man is not the one without a cent.

A poor man is the one without a dream. - Henry Ford

There are people so poor that the only thing they have is money. - Unknown

Having been poor is no shame, but being ashamed of it, is. - Benjamin Franklin

The mint makes it first, it is up to you to make it last. – Evan Esar

Money is the root of all evil. - Andrew Sisters

Money doesn't grow on trees. - Unknown

Time is money. – Benjamin Franklin

Which quote do you like best?

Are there any you agree or disagree with?

Questions:

What do you like spending money on?

What don't you like spending money on?

Good value for money – what's that for you?

A waste of money – what's that for you?

John...

Although he was born with a silver spoon in his mouth, John had managed to make many bad investments and got to a point in his life where he could hardly make ends meet. His parents were still stinking rich with their house in the country and Rolls Royce in the driveway, but refused to help their son get through the month. At the age of 43 he should have been in a high income bracket - most of his friends were rolling in it – but in fact he had difficulty in getting by. He was almost on the bread line and had stopped socializing with most of his friends who were filthy rich and travelled at least twice a year to exotic destinations around the world.

Poor John! At this stage in his life all he wanted to do was keep his head above water.

I feel like a million dollars!

Teacher and Student page 2:

Words connected with money:

affluent	broke	comfortable	well-off	loaded
destitute	in the red	hard up	in the black	prosperous
wealthy	impoverished	penniless	well-to-do	bankrupt
moneyed	in debt	bust	skint	solvent

HAVE MONEY PROBLEMS	DON'T HAVE MONEY PROBLEMS

Leftovers 4 - multiple choice

Seems the same

Which sentence a/b/c means the same as the original sentence?

Multiple choice:

1. I sold my car last week and made a 20% profit.
 - a. I sold my car at a loss.
 - b. I bought my car for 10,000nis and sold it a week ago at 12,000nis.
 - c. I bought a car and sold it at a 20% profit.

2. David Bowie wrote several songs in the early 70's, among which was a song about Ziggy Stardust.
 - a. Ziggy Stardust was a friend of David Bowie in 1971.
 - b. David Bowie's famous song about Ziggy was written in the early 70's.
 - c. One of the songs written by David Bowie at the beginning of the 70's was about Ziggy Stardust.

3. Malls in England are visited frequently by youngsters in their teen years.
 - a. English teenagers visit malls frequently.
 - b. In England malls are frequented by teens.
 - c. Youngsters in their teens often go to English malls.

4. Sports are becoming very popular in Italy, especially marathons.
 - a. Marathons are one of the sports that more and more people are taking up in Italy.
 - b. Today in Italy everyone runs the marathon.
 - c. Marathons are the most popular sport in Italy.