



Children and money

Can you sort out these questions?

the companies to advertise to children should allow government to?

encourage children to understand how we value children to of can money?

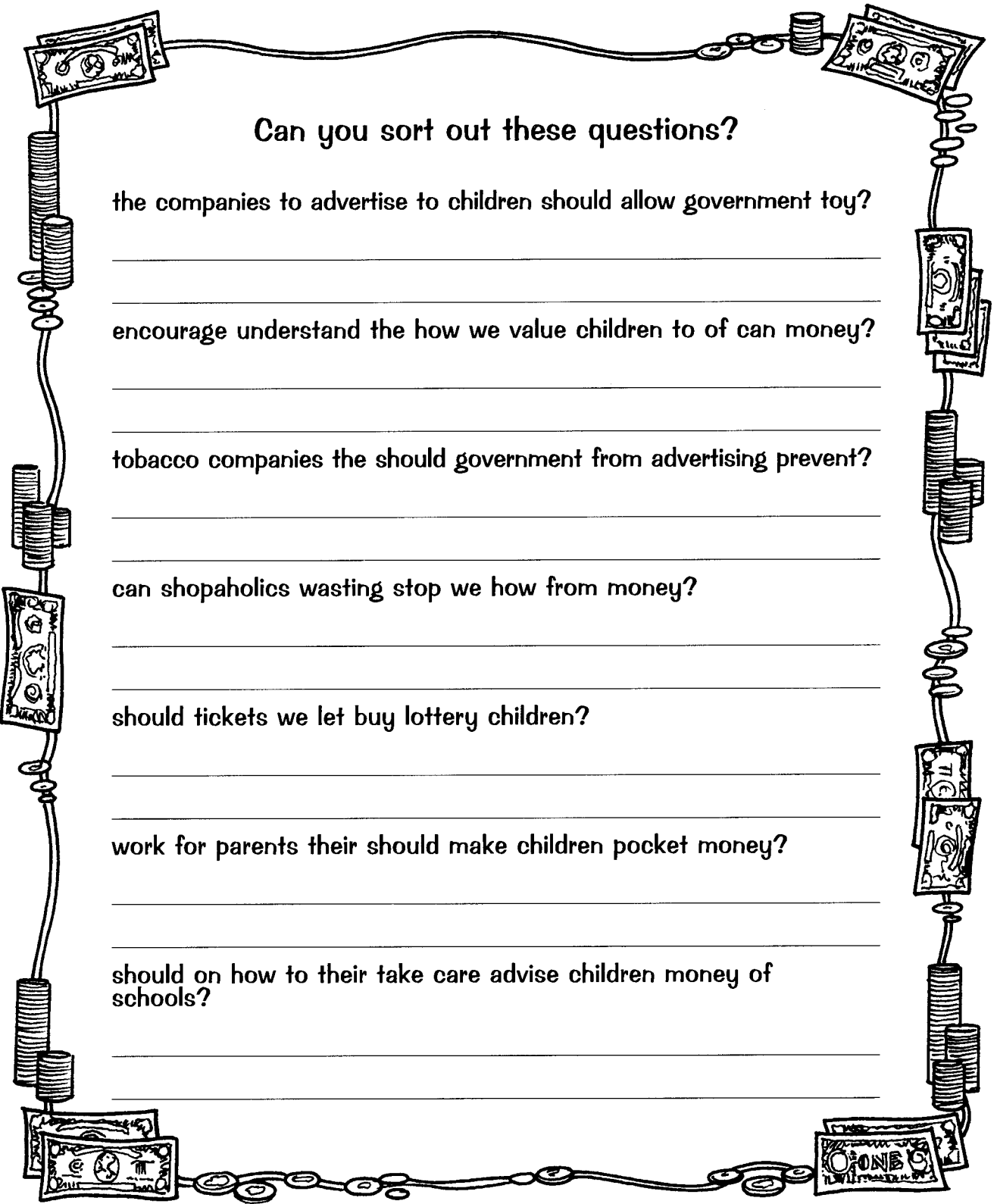
tobacco companies the should government from advertising prevent?

can shopaholics wasting stop we how from money?

should tickets we let buy lottery children?

work for parents their should make children pocket money?

should on how to their take care advise children money of schools?



Unit 5B



Teacher's Notes

Children and money

Interaction

Group work

Aim

To practice verb complementation.
To encourage a class discussion on money.

Time

20–30 minutes

Skills

Speaking
Listening

Grammar and functions

Asking questions with *should*

Vocabulary

Money

Preparation

Make a copy of the worksheet for each student.

Answers

- Should the government allow toy companies to advertise to children?
- How can we encourage children to understand the value of money?
- Should the government prevent tobacco companies from advertising?
- How can we stop shopaholics from wasting money?
- Should we let children buy lottery tickets?
- Should parents make children work for their pocket money?
- Should schools advise children on how to take care of their money?

Procedure

- 1 Give each student a worksheet.
- 2 Ask students to rearrange the words to make seven questions. Give students ten minutes to do this task.
- 3 When the time is up, elicit the questions and write the correct versions on the board.
- 4 You may want to clarify the meaning of some words.
Shopaholic – someone who loves shopping and often buys things just because they like spending money.
Pocket money – an amount of money that parents give to their children every week or month, that the children can spend on whatever they want.
- 5 Divide the class into groups of four or five and give each group one of the questions to discuss. Tell students to appoint a leader to take notes and act as spokesperson. The leader will report to the whole class after the discussion.
- 6 Set a time limit of ten minutes and start the discussion.
- 7 Move around the classroom and be available to help with vocabulary, if necessary.
- 8 After ten minutes, ask the group leaders to tell the class what their groups thought about the issues they discussed.

Option

The question-forming part of the activity could be done by the whole class as a teacher-led activity.