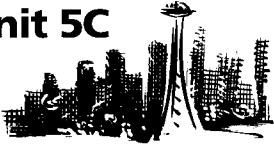




Why do they do it?

so that		so	
to		because	
People save money ...	I have a credit card ...	... they can buy expensive things like cars.	... I can buy things now and pay later.
My brother lent me \$1000 ...	We open bank accounts ...	... I could buy a computer.	... keep our money safe.
Rich people have accountants ...	Companies advertise ...	... help them organize their money.	... encourage us to buy their products.
I had no cash ...	I need more money ...	... I went to a cash machine	... I'm trying to get a better job.
I want to buy a motorcycle ...	I stopped smoking ...	... I'm going to start saving.	... cigarettes are so expensive.
I borrowed \$20 ...	I use my credit card ...	... I had no money.	... carrying lots of cash is dangerous.

Unit 5C



Teacher's Notes

Why do they do it?

Interaction

Pairs or small groups

Aim

To practice ways of giving reasons.

Time

15 minutes

Skills

Speaking

Grammar and functions

Expressing reasons using *so that / to / so / because*

Vocabulary

Money

Preparation

Photocopy and cut apart a set of cards for each pair or group.

Procedure

- 1 If necessary, review ways of expressing reasons, using the words under Grammar and functions. Ask students a question, e.g. *Why do people save money?* Elicit answers, e.g. *People save money to buy things they need. People save money so that they can go on vacation.*
- 2 Tell students to get into pairs, or groups of four or five, and sit around a table or desk.
- 3 Give each group a set of cards. Tell them to put the four big cards face up in the middle of the table. Then they should make meaningful grammatical sentences by putting shaded cards on the left of the big cards and white ones on the right. Demonstrate by writing a similar sentence on the board and drawing squares around the different elements, e.g. *People save money ... because ... they worry about the future.*
- 4 Set a time limit of ten minutes and start the activity.
- 5 When students have finished, check their answers by asking students from different groups to write the sentences on the board.

Additional ideas

This could be made into a matching game. Students take turns picking up a white and a shaded card and trying to make a sentence around one of the big cards. If they succeed, they keep the cards and have another turn. If not, they put the cards at the bottom of the appropriate packs and the next student has a turn. The winner is the student with the most cards when all the cards have been used up. When the activity is over, students should try to add more sentences to each category.