

Level: Pre-intermediate–Intermediate (A2–B1)

Age: Teenagers

Time: This lesson can be divided up in various ways to suit the time you have with your students. Below are three options which you can choose from depending on the length of your class.

90 minutes – full lesson plan

60 minutes – if you omit the section on pocket money

45 minutes – if you omit the maths test and the section on pocket money

Summary: This lesson is divided into three sections: Do the maths, Maths test and Pocket money. In the lesson, students will:

1. learn number vocabulary;
2. identify famous threes;
3. test their maths;
4. do a questionnaire about pocket money.

Key skills: numbers, making calculations, money, housework, free time activities

Materials: one copy of each worksheet per student

DO THE MATHS

1. Write the number 3 on the board. What can students tell you about the number? Does it have any associations for them, positive or negative?

Explain that people say that luck, especially bad luck, comes in threes. However, in English we also say 'third time lucky' to refer to the third attempt at doing something being more likely to succeed than the first two.

2. Hand out the Do the maths worksheet and tell students to look at the first activity. They work in pairs to match each number in the box with the words or phrases associated with it.

You may want to circulate and offer hints to the groups (for example, all the words associated with the number three begin with *tri*).

Key:

a. a grand = 1000; b. a dozen = 12; c. a decade = 10; d. quadruplets, a quartet = 4; e. a duo, a duet, a couple, a pair, a twin = 2; f. a century = 100; g. a trio, a triplet, a trilogy = 3; h. a solo, single, solitary = 1; i. half a dozen = 6

3. Ask students to compare their answers in pairs. Then, tell them to discuss the meanings of the words. Don't confirm any of the definitions at this stage.

4. Ask the pairs to do activity 2 together.

Key:

1. a century; 2. a couple; 3. twins; 4. a grand; 5. a trilogy

5. Elicit the answers. Go through any other items of vocabulary, eliciting their meanings.

6. The next activity introduces ordinal numbers. Write *three* and *third* on the board and ask what the difference is (an ordinal number tells the position of something in a list, e.g. *3rd*). Elicit or explain the other ordinal numbers up to *31st* and practise the correct pronunciation.

7. Review how ordinal numbers are used (to talk about a sequence or order of things; to talk about the date). Then ask students to complete activity 3. First, they write down five important dates in their lives. Refer them to the Phrasebook and review the language with them. In pairs, they must say each date and explain its importance to their partner (for example, *My birthday's on the first of March*).

8. Set activity 4 and ask students to complete it in pairs.

Key:

1. e 2. k 3. g 4. f 5. j 6. d 7. l 8. i 9. h 10. a 11. b 12. c

9. In the same pairs, ask students to try to think of other famous threes, or things that come in threes. It's OK to think of famous threes in their own language, but they must explain them in English. Give students three minutes to brainstorm their ideas.

10. Ask students to share their ideas with the class.

MATHS TEST

1. Write the following maths symbols on the board and elicit or explain what the words are in English:

x	<i>times</i>
+	<i>plus</i>
-	<i>minus</i>
÷	<i>divided by</i>
2 ²	<i>2 squared or 2 to the power of 2</i>

2. Tell students they are going to do a maths test and they must complete it as fast as they can. Explain that as soon as they finish the test, they must give you their answer sheet. You should make a note of the time the student took to complete the test on the paper.

3. Hand out the Maths test worksheets face down. As soon as everyone is ready, tell them to turn the page over, write their name at the top and start the test. Make sure you keep track of the time.

When all the students have completed the test, collect in the test papers and redistribute them so that each student has someone else's test. Go through the answers, with students correcting their classmates' tests.

Key:

1. 63; 2. 122; 3. 7; 4. 68; 5. 28; 6. 10 square metres; 7. 70 kg; 8. £5.95

4. Then, return the answer sheet to the corresponding student. Ask them to calculate the final scores, remembering to add 10 seconds to the time for every wrong answer, and check the analysis. Do you have any maths geniuses in the class?

POCKET MONEY

1. Get students to make a list of all the things they've bought in the last five days, how much the things cost, and where they got the money to pay for them.

2. Compare lists. Are they very similar? Do students spend their money on the same things? Do they spend similar amounts of money? And who pays – their parents, or the students with their pocket money?

3. Hand out the Pocket money worksheet. Students complete the questionnaire.

4. When they have finished, get them to compare their answers with a partner. Are there any big differences?

5. Ask students to now complete activity 2 individually, then check answers as a class.

6. Students then read the results of a questionnaire given to teenagers in the United Kingdom and compare the results with their own answers to the same questions. Ask them to discuss their comparisons in small groups.

7. Draw students' attention to the fact that girls get more money than boys. Is this true in their class? Finally, ask who they think gets the best pocket money deal – teenagers where they live or UK teenagers.

HOMEWORK TASK

Students must write some rules around pocket money for their family. They should imagine they are parents – they can choose to be either extremely strict or extremely easy-going. They must include:

- *how much pocket money their child gets each week/month;*
- *what chores, if any, they have to do to receive the pocket money;*
- *what they're allowed to spend the money on;*
- *what happens if they run out of money before the end of the week/month;*
- *how much of the money they have to save, if any, and what for.*

You may want to give them some example rules.

In the next class, students can read out their rules and vote for the best/worst parents!

DO THE MATHS

1. Other names for other numbers

Match the numbers in the box with the terms they are associated with in the list below

1000	a. a grand
2	b. a dozen
1	c. a decade
4	d. quadruplets, a quartet
3	e. a duo, a duet, a couple, a pair, a twin
10	f. a century
12	g. a trio, a triplet, a trilogy
6	h. a solo, single, solitary
100	i. half a dozen

2. Now find words in the list above that describe the following things.

1. a hundred years
2. two people who go out together
3. two babies born at the same time to one mother
4. another way to say \$1,000
5. a series of three books that are related



3. Write down five important dates in your life. Why are they important? Tell a partner.

1. _____ 2. _____ 3. _____ 4. _____ 5. _____

PHRASEBOOK

Telling someone about important dates in your life

- My birthday's on the first of March.
- June the 21st is the day that I met my boyfriend.
- January the 10th – that's when I ...

Responding to your partner

- Ah, ok.
- Oh, really?
- Well remembered!

What to say if you're not sure of the exact date

- I can't remember the exact date, but I think it was around the 5th or 6th of May.
- My memory's a bit hazy, but it was definitely in December.

Responding to your partner

- Don't worry. I don't have much of a memory for dates, either.



4. Famous threes**Match the definitions 1–12 with words a–l below.**

1. a flat shape with three straight sides and three angles
 2. three babies born at the same time from the same mother
 3. March
 4. a group of three people or things that do things together
 5. he, she or it
 6. the Earth
 7. breakfast, lunch and dinner
 8. Melchior, Balthazar and Caspar
 9. reading, writing and arithmetic
 10. a series of three films or books
 11. three goals scored by the same player in the same game
 12. Athos, Porthos and Aramis
- a. a trilogy
 - b. a hat-trick
 - c. The Three Musketeers
 - d. the third planet from the Sun
 - e. a triangle
 - f. a trio
 - g. the third month
 - h. the three R's
 - i. the three magi (three wise men)
 - j. third person singular
 - k. triplets
 - l. three meals a day



MATHS TEST

Name:

Do the test below as quickly as possible and keep a note of the time it takes you to finish it. Add 10 seconds to your time for every wrong answer.

No calculators allowed!

1. What's 7 times 9?
2. What's 37 plus 85?
3. What's 56 divided by 8?
4. What's 113 minus 45?
5. What's 25% of 112?
6. If a rectangular room is 4 m long and 2.5 m wide, what is the area of the room?
7. If 1 kilo is the same as 2.2 pounds, and I weigh 154 pounds, how much do I weigh in kilos?
8. You order two pizzas and two Cokes in a restaurant. The bill comes to £15.60. If a Coke costs £1.85, how much does a pizza cost?



Analysis

< 45 seconds	You are probably a genius.	3–6 minutes	Your maths is OK.
45–90 seconds	You have a good head for numbers.	> 6 minutes	Maths is not your forte.
1.5–3 minutes	You're very good at arithmetic.		

POCKET MONEY

1. Complete the pocket money questionnaire. Then compare your answers with a partner.



Pocket money questionnaire

1. Do you get pocket money?

No Yes How much do you get? _____

How often do you get it? weekly monthly when I need it

2. Do you do housework to earn your pocket money?

No Yes What do you do?

tidy my room clean the house do the washing-up

something else _____

3. What do you spend your pocket money on? Tick the things that you spend your pocket money on.

books music clothes computer games/equipment cosmetics/toiletries

drinks films going out magazines phone calls sweets/chocolate/crisps

other food transport

2. Make sentences that are true for you. Write the positive or negative form of the correct verb.

do

get

save

spend

- I _____ pocket money every week.
- I _____ my pocket money on sweets, chocolate and crisps.
- I usually try to _____ my pocket money for something special.
- I _____ housework for my pocket money.
- I _____ the pocket money that I need.

3. Now compare your results with the pocket money habits of young people in the United Kingdom.

Pocket money in the United Kingdom

Seventy per cent of 12 to 16 year olds in the UK get pocket money. On average, they get around £6 a week. Girls get more than boys. Sixty-six per cent get pocket money weekly and 24% get it monthly. Fifty-five per cent of children have to do jobs around the home for their pocket money. Thirty-one per cent of the children tidy their bedroom, 28% clean the house and 27% do the washing-up.

This is how they spend their money:

70% sweets/crisps/
chocolates

38% computer games and
equipment

47% phone calls
45% music

40% films
36% books

60% drinks

56% magazines

45% clothes

25% cosmetics/
toiletries

57% going out

50% other food

41% transport