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My Financial Career

LEARNING OBJECTIVES

- Making the students understand the value of financial education. Financial education is very important. Generally, we neglect financial education. Children should know how a cheque is deposited, what a savings account is, how to make a draft, how money is drawn from an ATM, how to make an online payment and so on. If we don't have any knowledge about how a bank functions, then we would feel nervous as was the case with the author when he went to the bank to deposit money.
- Ask the students if they have ever gone to a bank with their father or mother. What was their experience like?
- Listening, reading, understanding and answering the questions orally and in writing.
- **Grammar:** Subject-verb agreement, transitive and intransitive verbs, non-finites.
- Listening, understanding, reading, speaking, pronouncing and writing correctly.
- Building a vocabulary, spellings, meaning, pronunciation of words, learning about metaphors, writing a paragraph.
- **Outcome:** Learning about and understanding the value of financial education.
- Learning about subject-verb agreement, transitive and intransitive verbs and non-finites and their usage.
- Speaking, conversing and writing correctly.

Get Set!	<ul style="list-style-type: none"> ➤ Explain in simple language what a bank is and what its main functions are. ➤ Also, explain why people open accounts and the purpose or benefit of opening an account, the different types of accounts, the documents required, etc. ➤ If possible, the students may be taken to a bank so that they can see for themselves what it's like. ➤ Have a discussion in the class. Encourage the children to speak about what they know about the subject. They may also talk to their parents about it.
Read and Enjoy	<ul style="list-style-type: none"> ➤ This lesson is in the comic-story form. The students would find it highly interesting. The story is full of humour. ➤ Read aloud the lesson or ask the students to write the answers on their own. It is advisable to check and assess their work individually.
Read and Understand	<ul style="list-style-type: none"> ➤ Exercises A-D: Ask the class if they understand what is to be done in each exercise. If there are any doubts, explain the details. Ask them to do the exercises on their own. Check and assess their work individually.

<ul style="list-style-type: none"> Exercises A: Explain the questions and let the students answer it. Then, write the answer on the board and the students can check their own work. 	Think and Answer
<ul style="list-style-type: none"> Use the board to explain subject-verb agreement. Use the given examples and also your own, and ask the students to think of examples too. Do Exercise A orally and then let the students write down the answers. Explain transitive and intransitive verbs: the difference, along with direct and indirect objects. Use the given examples. You can add your own examples on the board. Do Exercise B orally and then ask the students to write down the answers. Explain what are non-finites by giving examples first of finites, using the board and the given examples. You can add your own examples on the board. Do Exercises C and D and then the students can write the answers. Announce the answers aloud for Exercises A-D and let the partners check. 	Grammar Spotlight
<ul style="list-style-type: none"> Getting to know new words. Learn to recognise new words by selecting them from the box and filling in the missing letters. Learn their spellings and meanings. Brush up on the use of the dictionary whenever possible. Do Exercise A orally first. Then ask the students to write down the answers. 	Spell Well
<ul style="list-style-type: none"> Learning about metaphors. Use the given examples and your own to explain metaphors on the board. They are expressions that describe a person or thing by comparing similar qualities in another person or thing. For example: Joe was petrified. It means Joe was very frightened, but 'petrified' literally means 'turned into stone' and is, therefore, a metaphor for being so frightened that you stand as still and unmoving as a stone. Very often, phrases are used as metaphors. Examples: parting shot; unknown quantity; bowled over, etc. Exercise A: Explain the exercise and then let the students match the columns to complete the expressions. Announce the answers and the students can check their work. Do Exercise B orally first, explaining each word, because some of the students may not be familiar with them. Then the students can write the correct answers in their notebooks. Ask the students at random to read out their sentences and correct them, explaining the corrections to Exercise A and let the partners check. 	Word Power
<ul style="list-style-type: none"> Listen to the accent, stress and intonation in the Digital Content so that you can guide the students accordingly. The teacher can read the passage aloud or ask the students to take turns reading so they understand it well. 	Listen and Learn

	<ul style="list-style-type: none"> ➤ Then ask the students to answer the questions orally. ➤ Check the students where necessary.
Converse and Connect	<ul style="list-style-type: none"> ➤ Listen to the accent, stress and intonation in the Digital Content so that you can guide the students accordingly. ➤ Ask the student to read aloud the conversation. ➤ Then ask pairs of students at random to enact the conversation according to their own imagination. ➤ Correct the students regarding content and pronunciation.
Speak and Express	<ul style="list-style-type: none"> ➤ Exercise A: Discuss the role of banks in our life. Now, ask the students to gather information about the uses of banks. Let each student express his/her views. Guide and assess the students.
Pronunciation Practice	<ul style="list-style-type: none"> ➤ Let the students listen to the Digital Content so that they are sure of the right way to say the words. ➤ Let the students say aloud the given words. See the way they are spelt in the first column and then see the phonetic spelling and pronunciation. ➤ Differentiate the way the words are pronounced. Draw attention to the phonetic symbols. ➤ Use the given words and any other examples you like or doubts that the students may have. ➤ Ensure that the phonetic symbols for the sounds are understood by the students.
Punctuation	<ul style="list-style-type: none"> ➤ Use the board to do this exercise. ➤ Call random students to correct the sentences in the passage. ➤ Once it is all written correctly on the board, ask them to write it down in their notebooks. ➤ If the exercise is done by the students on their own, then announce the corrections and let the partners check the work.
Write Well	<ul style="list-style-type: none"> ➤ Exercise A: Read out the question carefully so that the students are clear about what is being asked. ➤ Then let them write the paragraph on their own. ➤ The teacher can check the work of each student individually.
Project Work/AIL Activity	<ul style="list-style-type: none"> ➤ Exercise A: Students can prepare the chart on their own. The teacher can guide them on how or where to get the required information. ➤ Exercise B: Help the students fill up the small cheque. Explain the different element in it.
Values and Life Skills	<ul style="list-style-type: none"> ➤ Exercise A: Discuss the options. Point out why option (a) is most suitable.