

5th Level	Primary (Elementary) School
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Block 3. Life in society	PUBLIC SERVICES AND COMMON GOODS. THE CONTRIBUTION OF CITIZENS IN RELATION TO TAXES
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Activity 3.12: "HERE IS YOUR BILL, THANK YOU"

Time: 1 h

PREPARATION	- Student worksheet (see Appendix).
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INTRODUCTION	<p><b>Welcome routine:</b> Greet the students, write the date and hour on the blackboard, say the date and time out loud, instruct them to take out their materials for the lesson.</p> <ul style="list-style-type: none"> <li>- Hello, good morning/afternoon.</li> <li>- Are you all okay? Is everything all right?</li> <li>- Today is the ... (date) and it's ... (time).</li> <li>- We are going to begin (continue) lesson (or activity) number ...</li> <li>- Would you please, take out your material? Okay, let's begin.</li> </ul>
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ACTIVITY	<p><b>Opening activity:</b> Explain the meaning of the following terms: <i>to be unemployed, public education, public health services, drive safely, get money, have a baby, pay for..., retirement money, environment, scientists, elderly people, schools, nursery schools.</i> It might be useful to introduce some linguistic structures, such as: <i>When we pay taxes we receive.../we don't receive...</i> Explain what students are</p>
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going to do in this lesson: they will be asked to reflect on the importance of paying taxes so that every citizen has the possibility (and the right) to be aided by the government.

**Main activity:**

The teacher will hand out the worksheet with the two activities that will develop this unit. The first activity is a "get-to-know" activity with vocabulary and expressions that introduce the idea of paying taxes, through conditionals sentences. The vocabulary is presented through a list of words and/or expressions which are missing from the sentences, and referring to public money. The teacher may also decide to let the students write all these ideas in their notebooks. It might also benefit them to translate these sentences into their mother tongue. The second activity can be considered as a follow-up of the first one. Once the main words are given in a box, the students will write them as conditional sentences in the same manner as they have learnt to do in the first activity.

**Closing activity:**

- *What is your opinion of ... (the topic)?*
- *Did you like this activity? Why? What did you find most helpful in understanding the topic? Is there anything you didn't find helpful? Explain.*

**CLOSING**

**Closing routine:**

- *We have finished our lesson for today. Please clear your desks and put away your materials.*
- *Have a great day and I'll see you at the next class!*

## ACTIVITY 3.12: "HERE IS YOUR BILL, THANK YOU"

CONTENT BLOCK 3: Life in society		SECTION: Public services and common goods. The contribution of citizens in relation to taxes
<b>GOALS</b>	<b>CONTENTS</b>	<b>ASSESSMENT CRITERIA</b>
<ul style="list-style-type: none"> <li>To evaluate the benefits of paying taxes.</li> </ul>	<ul style="list-style-type: none"> <li>Valuing the importance of contributing as citizen with the taxes.</li> <li>The benefit of taxes to citizens.</li> </ul>	<ul style="list-style-type: none"> <li>Being aware of the importance of contributing taxes and the personal administration of money.</li> </ul>
<b>BASIC COMPETENCES</b>		
<ul style="list-style-type: none"> <li>Linguistic communication.</li> <li>Social and civic.</li> <li>Learning to learn.</li> <li>Autonomy and individual initiative.</li> </ul>		
<b>DESCRIPTION OF ACTIVITIES</b>		
<p>The teacher will hand out the worksheet with the two activities that will develop this unit. The first activity is a "get-to-know" activity with vocabulary and expressions that introduce the idea of paying taxes, through conditionals sentences. The vocabulary is presented through a list of words and/or expressions which are missing from the sentences, and referring to public money. The teacher may also decide to let the students write all these ideas in their notebooks. It might also benefit them to translate these sentences into their mother tongue. The second activity can be considered as a follow-up of the first one. Once the main words are given in a box, the students will write them as conditional sentences in the same manner</p>		

as they have learnt to do in the first activity.	
OTHER OPTIONS	FEEDBACK & SUGGESTIONS FOR IMPROVEMENT
- The teacher can choose a part of the activities, taking into account the level of the students.	
LINGUISTIC STRUCTURES	SPECIFIC VOCABULARY
- <i>How do you say ... in English?</i> - <i>They are ... and their task is to ...</i> - <i>They do.... in ...</i>	<i>Law, rules, to rule, watch, carry out laws and rules, judge, court, democracy.</i>
MATERIALS	TIME
- Worksheet with activities (see Appendix). - Dictionary.	- One hour.
TEACHER SELF-ASSESSMENT	STUDENT SELF-ASSESSMENT
- Teacher self-assessment sheet (see Assessment folder).	- Complete the self-assessment sheet (see Assessment folder).

STUDENT ASSESSMENT		
INTEREST	PARTICIPATION	ASSESSMENT

ASSESSING ACCORDING TO THE ESTABLISHED CRITERIA: NB (not bad), NA (need for amendment), G (good), VG (very good).