# Money

*A Scripted Teacher's Classroom Guide*

**by Evan Millner**
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**One classroom book for the teacher. No textbooks for the pupils.**
This is the teacher's book. The teacher needs only this one copy. The pupils do not need a textbook.

**You need:** this book, a blackboard and chalk.
**Each pupil needs:** a standard school exercise book, a ruler, and a pen or pencil.

In the exercise book, every lesson starts on a new page, with the lesson title, underlined, and the date.

Every lesson guides you: what to say, what to write on the board, and what the pupils write.

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# Part One. What Money Is

# Lesson 1. What Is Money?

## To the Teacher

**Get these things ready before the lesson:**

- three or four coins of your country's money
- one paper note of your country's money
- one egg, or one other small thing (a cup, a pencil, a spoon)
- chalk and the blackboard
- an exercise book, a ruler, and a pen or pencil for each pupil

**Time:** about 45 minutes. If your pupils are new to school, teach the lesson in two short meetings.

**In this lesson the pupils learn three things:**

1. Two people can trade one thing for another thing.
2. A trade without money is often difficult.
3. Money is a thing that all people agree to take. Money makes trade easy.

**What you must know before you teach.** Read this part two times. Do not read it to the pupils.

Long ago, people did not use money. A farmer gave eggs and got salt. This is a trade without money.

A trade without money is often difficult. You must find a person who has the thing that you want. That person must also want the thing that you have. Often there is no such person.

Money solves this problem. All people take money. So you can sell your eggs to one person. Then you can buy salt from a different person.

A coin or a paper note is not useful in itself. You cannot eat it or wear it. It works because all people agree to take it. Money is a sign.

It shows what things are worth. In the same way, the written word EGG is not an egg. It is a sign for an egg.

**The IN and OUT line.** In this book we use one picture again and again. Draw a long line on the board. Draw a short line across the middle. Write IN on the left side. Write OUT on the right side.

| IN | OUT |
|---|---|
| the things that come to the person | the things that go from the person |

We always draw the line for one person. On the left, write what that person gets. On the right, write what that person gives. Later in the book this same line becomes a budget and a cash book.

## Begin the Page

*To the Teacher:* do this at the start of every lesson. Write the lesson title and the date on the board. Each pupil starts a new page in the exercise book. The pupils write the lesson title at the top and underline it with a ruler. Under it they write the date.

In this first lesson, show the pupils how to do it. Hold the ruler flat under the title, and draw the line along its edge. The pupils write the date in the way that people write it in your country. The page begins like this:

> **Lesson 1. What Is Money?**
> 3 May 2026

If a lesson takes two meetings, the pupils write the date again at the start of the second meeting.

## The Talk

Read the teacher's words (**T**) aloud. Wait for the pupils to answer. The pupils' answers (**P**) show you what to expect. Accept any answer with the same meaning.

**T.** Look at this egg. Who has chickens at home?
**P.** *(Some pupils say:)* I have chickens.

**T.** Ama has eggs. She wants salt. Musa has salt. He wants eggs. What can they do?
**P.** Ama can give eggs to Musa. Musa can give salt to Ama.

**T.** Yes. We call this a **trade**. In a trade, each person gives something and gets something.

*Draw the IN and OUT line on the board. Write "Ama" above it. Fill it in like this:*

| **Ama: IN** | **Ama: OUT** |
|---|---|
| 1 cup of salt | 3 eggs |

**T.** What comes to Ama?
**P.** A cup of salt.

**T.** What goes from Ama?
**P.** Three eggs.

**T.** Now it is the next week. Ama wants salt again. But Musa does not want eggs this week. He wants a knife. What can Ama do?
**P.** *(Let the pupils give their ideas. Some say: "She can find another person with salt.")*

**T.** Ama must find a person who has salt. That person must also want eggs. Is that easy or difficult?
**P.** It is difficult.

**T.** Yes. A trade without money is often difficult.

*Hold up a coin.*

**T.** What is this?
**P.** It is money. It is a coin.

**T.** Can you eat it? Can you wear it? Can you cook with it?
**P.** No.

**T.** Then why do people want it?
**P.** Because they can buy things with it.

**T.** Yes. All people agree to take it. So Ama can sell her eggs to any person. She gets money for them. Then she can buy salt from any person. Musa does not need to want her eggs.

*Draw two lines for Ama.*

| Ama sells eggs: IN | Ama sells eggs: OUT |
|---|---|
| money | 3 eggs |

| Ama buys salt: IN | Ama buys salt: OUT |
|---|---|
| 1 cup of salt | money |

**T.** Look at the two lines. The money comes in, and then the money goes out. The money helps Ama to get the salt.

*Write the word EGG on the board.*

**T.** Is this an egg?
**P.** No. It is a word.

**T.** Yes. It is a sign for an egg. Money is also a sign. It shows what things are worth.

*Hold up the paper note.*

**T.** This is paper. Paper costs very little. But with this note you can buy many eggs. Why?
**P.** Because all people agree to take it.

**T.** Yes. That is the most important thing in this lesson.

**If a pupil says, "A gift is a trade":** ask, "What does the giver get?" If the giver gets nothing, it is not a trade.

**If a pupil says, "Work is not a trade":** ask, "What does the worker give? What does the worker get?" The worker gives work and gets money. So work for money is a trade.

**If a pupil says, "Money is bad":** say, "Money is a tool, like a knife. People can use a tool well or badly. In this book we learn to use money well."

## New Words

*To the Teacher:* write the five words on the board. Say each word and its meaning. The pupils copy the words into their exercise books.

| Word | Meaning in this book |
|---|---|
| **trade** | Two people each give something and each get something. |
| **money** | A thing that all people agree to take for goods and for work. |
| **goods** | Things that people make or grow, and sell. |
| **coin** | Money made of metal. |
| **note** | Money made of paper. |

*To the Teacher:* in this book the word **note** always means paper money. It has no other meaning.

## Learn by Heart

> **Money is a thing that all people agree to take for goods and for work.**
>
> **In a trade, each person gives something and gets something.**

*To the Teacher:* write the two sentences on the board. Leave them on the board until the end of the lesson. The pupils say the two sentences aloud, all together, three times. Then each pupil says them alone.

## Exercise 1. Answer aloud.

*To the Teacher:* ask each question. The pupils answer aloud. Nobody writes.

1. What is a trade?
2. Why is a trade without money often difficult?
3. What is money?
4. Can you eat a coin? Why do people take coins?
5. Name the two kinds of money in this lesson.

## Exercise 2. What kind of trade is it?

*To the Teacher:* write these three letters and their meanings on the board. Read the model aloud. Then read each numbered sentence aloud two times. After each sentence, the pupils write its number and one letter in their exercise books.

- **T** if it is a trade without money.
- **M** if it is a trade with money.
- **X** if it is not a trade.

*Model.* Ama gives three eggs to Musa. Musa gives a cup of salt to Ama. — **T**. Each person gives and gets. There is no money.

1. Juma gives a goat to Fatuma. Fatuma gives two sacks of maize to Juma.
2. Thandi gives three coins to a seller. The seller gives a bag of rice to Thandi.
3. Kofi finds a coin on the road.
4. Amina works in a field all day. The farmer gives her money.
5. Peter gives a chair to Grace. Grace mends a shirt for Peter.

6. The wind blows a hat away.
7. Zainab sells fish at the market. A man pays her with notes.
8. Joseph gives water to a stranger. The stranger thanks him and walks on.
9. Ruth pays a driver with coins. The driver takes her to town.
10. A child drops a note into the river.
11. Daniel gives his old bicycle to his brother as a present.
12. Halima mends shoes for a neighbour. The neighbour gives her a bowl of beans.

## Exercise 3. Draw the IN and OUT line.

*To the Teacher:* draw the model on the board. Then read sentences 1, 2, 4 and 5 of Exercise 2 again. The pupils draw the line in their exercise books for the **first** person in each sentence.

*Model.* Ama gives three eggs to Musa. Musa gives a cup of salt to Ama.

| **Ama: IN** | **Ama: OUT** |
|---|---|
| 1 cup of salt | 3 eggs |

1. Sentence 1 in Exercise 2 (Juma).
2. Sentence 2 in Exercise 2 (Thandi).
3. Sentence 4 in Exercise 2 (Amina).
4. Sentence 5 in Exercise 2 (Peter).

## Exercise 4. Write the missing word.

*To the Teacher:* write the five sentences on the board, with a line for each missing word. The pupils copy each sentence and write the missing word.

1. In a trade, each person __ **something and** ____ something.
2. Money made of metal is a _____.

3. Money made of paper is a _____.
4. All people agree to take _____.
5. A trade without _____ is often difficult.

## Exercise 5. Put the words in order. Write the sentence.

*To the Teacher:* write the model and the four groups of words on the board.

*Model.* eggs · sells · Ama → **Ama sells eggs.**

1. salt · buys · Ama
2. take · all · money · people
3. difficult · is · without · often · money · trade · a
4. is · money · a · made · of · metal · coin

## Exercise 6. Copy in your best handwriting.

The pupils copy the two sentences from the board (*Learn by Heart*). They write each sentence two times.

*To the Teacher:* the pupils use the handwriting from *Learning to Write*, or the joined handwriting from *Cursive* if they know it. Look at every page. Check three things: a capital letter at the start, a full stop at the end, and the spelling.

## After the Lesson

*To the Teacher:* before the next lesson, ask each pupil to find out two things at home. What are the names of the coins of our country? What are the names of the notes? Lesson 2 begins with their answers.

## Answers (for the teacher)

**Exercise 1.** 1. Two people each give something and each get something. 2. You must find a person who has the thing you want,

and who also wants the thing you have. 3. A thing that all people agree to take for goods and for work. 4. No. People take coins because all people agree to take them. 5. Coins and notes.

**Exercise 2.** 1 T · 2 M · 3 X · 4 M · 5 T · 6 X · 7 M · 8 X · 9 M · 10 X · 11 X · 12 T

*Number 4:* Amina gives work and gets money. Work for money is a trade. *Number 5:* Grace gives work, not goods. It is still a trade. *Numbers 8 and 11:* the giver gets nothing, so these are not trades. They are gifts.

**Exercise 3.**

| **Juma: IN** | **Juma: OUT** |
|---|---|
| 2 sacks of maize | 1 goat |

| **Thandi: IN** | **Thandi: OUT** |
|---|---|
| 1 bag of rice | 3 coins |

| **Amina: IN** | **Amina: OUT** |
|---|---|
| money | a day of work |

| **Peter: IN** | **Peter: OUT** |
|---|---|
| a mended shirt | 1 chair |

**Exercise 4.** 1. gives, gets · 2. coin · 3. note · 4. money · 5. money

**Exercise 5.** 1. Ama buys salt. · 2. All people take money. · 3. A trade without money is often difficult. · 4. A coin is money made of metal.

# Lesson 2. Coins and Notes

## To the Teacher

**Get these things ready before the lesson:**

- the money of the book, made of paper (see below)
- some coins and notes of your country's money, if you have them
- chalk and the blackboard
- an exercise book, a ruler, and a pen or pencil for each pupil

**Make the money of the book.** Cut small pieces of card. Make four coins each of $1, $5 and $10. Make two notes each of $20, $50 and $100, and one of $500. Write the amount on each piece.

Draw a circle round the amount on a coin, and a long box round it on a note. Keep this money in a bag for Lessons 3 and 4.

**About the money in this book.** This money is not the money of one country. Every amount is in whole dollars. So the pupils never need a decimal point. In some countries the coins are whole amounts too, like these. In other countries the small coins are cents: 100 cents make one dollar. Do not teach cents with this book. If a pupil asks, say: "Our country's money has its own coins. This book keeps the numbers simple."

**Time:** about 45 minutes. If your pupils are new to numbers, teach the lesson in two short meetings.

**In this lesson the pupils learn five things:**

1. The book counts money in dollars. We write $40 and say "forty dollars".
2. The book has three coins and four notes.
3. They count money and find the total.
4. They make the same amount in different ways.

5. They write an amount in numbers ($40) and in words (forty).

**What you must know before you teach.** Read this part two times. Do not read it to the pupils.

**The dollar.** This book counts in dollars so that the examples are the same everywhere. The numbers are examples, not the real prices of any country. Editions in other languages have a section on the local money.

**How to write it.** Write the sign $ first, then the number, with no space: **$40**. Read it as "forty dollars". To write the sign, write a capital S. Then draw one short line down through it, from top to bottom.

**The coins and notes of the book.** Every lesson uses the same money:

| Coins | Notes |
|---|---|
| $1 · $5 · $10 | $20 · $50 · $100 · $500 |

Your country's coins and notes may be different. Teach the book's money first, because every lesson uses it. Then show your own coins and notes, and say which are like the book's.

The book's numbers are small, so that the pupils can count them easily. Tell the pupils: "These are the book's numbers, not the numbers of our market."

**On the board.** Draw a coin as a small circle with its amount inside: ($5). Draw a note as a long box: [$20]. Teach the pupils to count from the biggest money to the smallest. This is quicker.

In number words, put a short line between tens and ones: thirty-five. Spell "forty" with no "u".

## Begin the Page

*To the Teacher:* do this at the start of every lesson. Write the lesson title and the date on the board. Each pupil starts a new page in the exercise book. The pupils write the lesson title at the top and underline it with a ruler. Under it they write the date.

## The Talk

Read the teacher's words **(T)** aloud. Wait for the pupils to answer. The pupils' answers **(P)** show you what to expect. Accept any answer with the same meaning.

**T.** At home you found the names of our coins and notes. Tell me the name of one coin.
**P.** *(The pupils give the names.)*

*Write the names on one side of the board. Hold up your real coins and notes, if you have them.*

**T.** Good. In this book we count money in a different way. We count in dollars.

*Write $ large on the board.*

**T.** This is the dollar sign. Say "dollar".
**P.** Dollar.

*Write $40 on the board.*

**T.** The dollar sign comes first. Then comes the number. We read: forty dollars. How do we read this?
**P.** Forty dollars.

**T.** Good. We read the number first, and then we say "dollars".

*Write $5, $10 and $100. Point to each one.*

**T.** Read these.
**P.** Five dollars. Ten dollars. One hundred dollars.

**T.** Each of these is an amount. An amount tells us how much money.

*Draw the three coins on the board: ($1) ($5) ($10). Hold up the paper coins.*

**T.** The book has three coins. Read them.
**P.** One dollar. Five dollars. Ten dollars.

*Draw the four notes: [$20] [$50] [$100] [$500]. Hold up the paper notes.*

**T.** The book has four notes. Read them.
**P.** Twenty dollars. Fifty dollars. One hundred dollars. Five hundred dollars.

**T.** Our real coins and notes are a little different. In class we use the book's money. Its numbers are small, so counting is easy.

*Give one pupil two coins of $10 and one coin of $5.*

**T.** Count your coins aloud.
**P.** Ten, twenty, twenty-five.

**T.** How much money is that?
**P.** Twenty-five dollars.

**T.** Yes. You added the amounts. Twenty-five dollars is the total. The total is all the amounts added together.

*Write on the board: $10 + $10 + $5 = $25*

**T.** Count the big money first. Then count the small money. Then counting is quick.

*Give a second pupil one note of $20 and one coin of $5.*

**T.** Count your money aloud.
**P.** Twenty, twenty-five.

**T.** Who has more money?
**P.** Nobody. They have the same amount. Each has twenty-five dollars.

**T.** Yes. We can make the same amount in different ways. Make $25 in a third way.
**P.** Five coins of $5. *(Accept any right way.)*

*Write $25 on the board. Under it write: twenty-five.*

**T.** We can write an amount in numbers or in words. Which is quicker?
**P.** Numbers.

*Draw the IN and OUT line. Write "Ama" above it.*

**T.** Ama sells 3 eggs to Grace. Grace gives her $15. What comes in to Ama?
**P.** $15.

*Write "$15 for 3 eggs" on the IN side.*

**T.** Ama sells 2 eggs to Peter. Peter gives her $10. Where do I write it?
**P.** On the IN side. The money comes to Ama.

**T.** Ama buys 1 cup of salt from Musa. She gives him $10. Where do I write it?
**P.** On the OUT side. The money goes from Ama.

| Ama: IN | Ama: OUT |
|---|---|
| $15 for 3 eggs | $10 for 1 cup of salt |
| $10 for 2 eggs | |

**T.** What is the total of the IN side?
**P.** Twenty-five dollars. Fifteen and ten is twenty-five.

**T.** Yes. Now our line has amounts. Every amount has the dollar sign.

**If a pupil says, "Our money is not dollars":** say, "Yes. Every country has its own money. The book's dollars are for practice. The counting is the same."

**If a pupil writes the number before the sign (40$):** say, "Some countries write money that way. With dollars we write the sign first: $40."

## New Words

*To the Teacher:* write the three words on the board. Say each word and its meaning. The pupils copy the words into their exercise books.

| Word | Meaning in this book |
|---|---|
| **amount** | How much money. It is a number with the dollar sign, like $40. |
| **total** | All the amounts added together. |
| **dollar ($)** | The money used in this book. We write the sign $ before the number: $40. |

## Learn by Heart

> **In this book we count money in dollars, like this: $40.**
>
> **The total is all the amounts added together.**

*To the Teacher:* write the two sentences on the board. Leave them on the board until the end of the lesson. The pupils say the two sentences aloud, all together, three times. Then each pupil says them alone.

## Exercise 1. Read the amounts aloud.

*To the Teacher:* write the eight amounts on the board. Point to each amount, and the pupils read it aloud, all together. Then point to the amounts in a different order and ask one pupil at a time. Nobody writes.

1. $5
2. $20
3. $15
4. $50
5. $35

6. $100
7. $75
8. $500

## Exercise 2. Write the amount in words. Then write it in numbers.

*To the Teacher:* first write these words on the board, with their numbers: one 1 · five 5 · ten 10 · fifteen 15 · twenty 20 · twenty-five 25 · thirty 30 · forty 40 · fifty 50 · sixty 60 · seventy 70 · one hundred 100 · two hundred 200 · five hundred 500.

**Part A.** Write numbers 1 to 6 on the board. The pupils write each amount in words.

*Model.* $40 → **forty**

1. $10
2. $20
3. $30
4. $45
5. $100
6. $500

**Part B.** Do not write numbers 7 to 12 on the board. Say each amount aloud two times. The pupils write it in numbers, with the dollar sign.

*Model.* You say, "sixty dollars". The pupils write **$60**.

7. fifteen dollars
8. twenty-five dollars
9. fifty dollars
10. seventy dollars
11. one hundred and fifty dollars
12. two hundred dollars

## Exercise 3. Count the money. Write the total.

*To the Teacher:* draw the coins and notes of each number on the board. Draw coins as circles and notes as long boxes. The pupils write each amount and the total, like the model.

*Model.* ($10) ($10) ($5) ($1) → **$10** + **$10** + **$5** + **$1** = **$26**

1. ($5) ($5) ($1)
2. [$20] ($10) ($5)
3. [$50] [$20] ($5)
4. [$100] [$50] ($10) ($10)
5. ($1) ($10) [$20] ($1) [$20]
6. [$100] [$100] [$50]

## Exercise 4. Make the same amount in a different way.

*To the Teacher:* write the model and the seven sentences on the board. The pupils draw the coins and notes in their exercise books. Give the paper money to pupils who find this difficult.

*Model.* Make $30 with three coins. → **($10) ($10) ($10)**

1. Make $30 with one note and one coin.
2. Make $30 with six coins.
3. Make $15 with three coins.
4. Make $50 with two notes and one coin.
5. Make $50 with five coins.
6. Make $100 with two notes.
7. Make $100 with three notes and one coin.

## Exercise 5. Draw the IN and OUT line. Write the totals.

*To the Teacher:* write the five sentences on the board and read them aloud. Do sentence 1 with the pupils: that is the model. The pupils draw the line for Musa and write all five sentences in it. Then they complete the two sentences under the line.

*Model.* Musa sells 2 cups of salt to Fatuma. She gives him $20.

| Musa: IN | Musa: OUT |
|---|---|
| $20 for 2 cups of salt | |

1. Musa sells 2 cups of salt to Fatuma. She gives him $20.
2. Musa sells 1 cup of salt to Halima. She gives him $10.
3. Musa buys 1 loaf of bread. He gives $15.
4. Musa sells 3 cups of salt to Juma. Juma gives him $30.
5. Musa buys 1 bar of soap. He gives $10.

Under the line, the pupils write:

- The total of the IN side is _____.
- The total of the OUT side is _____.

## Exercise 6. Copy in your best handwriting.

The pupils copy the two sentences from the board (*Learn by Heart*). They write each sentence two times.

*To the Teacher:* the pupils use the handwriting from *Learning to Write*, or the joined handwriting from *Cursive* if they know it. Look at every page. Check three things: a capital letter at the start, a full stop at the end, and the spelling. Check also that the dollar sign comes before the number.

## After the Lesson

*To the Teacher:* keep the paper money in its bag for Lessons 3 and 4. Before the next lesson, ask each pupil to find out one thing at the market or in a shop. How much money does a seller ask for one egg? Lesson 3 begins with their answers.

## Answers (for the teacher)

**Exercise 1.** Read each number, then say "dollars": 1. five · 2. twenty · 3. fifteen · 4. fifty · 5. thirty-five · 6. one hundred · 7. seventy-five · 8. five hundred

**Exercise 2.**

Part A: 1. ten · 2. twenty · 3. thirty · 4. forty-five · 5. one hundred · 6. five hundred

Part B: 7. $15 · 8. $25 · 9. $50 · 10. $70 · 11. $150 · 12. $200

**Exercise 3.**

1. $5 + $5 + $1 = $11
2. $20 + $10 + $5 = $35
3. $50 + $20 + $5 = $75
4. $100 + $50 + $10 + $10 = $170
5. $20 + $20 + $10 + $1 + $1 = $52
6. $100 + $100 + $50 = $250

*Number 5:* the amounts can be in any order if the total is $52.

**Exercise 4.** Each answer has only one right way.

1. [$20] ($10)
2. ($5) ($5) ($5) ($5) ($5) ($5)
3. ($5) ($5) ($5)
4. [$20] [$20] ($10)
5. ($10) ($10) ($10) ($10) ($10)
6. [$50] [$50]
7. [$50] [$20] [$20] ($10)

*Number 3:* ($10) and ($5) make $15, but that is two coins, not three.

**Exercise 5.**

| Musa: IN | Musa: OUT |
| --- | --- |
| $20 for 2 cups of salt | $15 for 1 loaf of bread |
| $10 for 1 cup of salt | $10 for 1 bar of soap |
| $30 for 3 cups of salt | |

- The total of the IN side is $60. (20 + 10 + 30)
- The total of the OUT side is $25. (15 + 10)

# Lesson 3. The Price of a Thing

## To the Teacher

**Get these things ready before the lesson:**

- the paper money of the book (from Lesson 2)
- one egg, one pencil and one cup
- chalk and the blackboard
- an exercise book, a ruler, and a pen or pencil for each pupil

**Time:** about 45 minutes. If your pupils are new to school, teach the lesson in two short meetings.

**In this lesson the pupils learn four things:**

1. At the market, the seller asks a price. The buyer gives money and gets the thing.
2. Price and cost have different meanings.
3. They read and write a price list.
4. They find the cost of 2 or 3 things.

**What you must know before you teach.** Read this part two times. Do not read it to the pupils.

A **market** is a place where sellers and buyers meet. It can be a big market in town, a shop, or a small stall by the road. The **seller** gives goods or work and gets money. The **buyer** gives money and gets the goods or the work.

In this book, **price** and **cost** have different meanings. The price is the seller's word. It is the money that the seller asks, usually for one thing: one egg, one cup, one loaf.

The cost is the buyer's word. It is the money that the buyer must give to get the things. For one egg, the price and the cost are the same amount: $5. For three eggs, the price is still $5 for one egg, but the cost is $15.

Many people use the two words for one meaning. In this book we never do.

The cost can also be more than the price. The price of thread in town is $10, but Grace takes the bus there and back ($60). So the thread costs her $70. Tell this to pupils who want more.

**The price list.** A seller can write the price of each thing on a board. This is a price list. Write it like this:

**THE VILLAGE SHOP — PRICE LIST**

1 loaf of bread ..... $15
1 cup of rice ..... $10
1 bar of soap ..... $10
1 pencil ..... $5
1 exercise book ..... $20
1 egg ..... $5

Put the name of the seller at the top. Write one thing on each line, and the amounts on the right, one under the other. These are the book's prices. Use them in every lesson.

## Begin the Page

*To the Teacher:* do this at the start of every lesson. Write the lesson title and the date on the board. Each pupil starts a new page in the exercise book. The pupils write the lesson title at the top and underline it with a ruler. Under it they write the date.

## The Talk

Read the teacher's words (**T**) aloud. Wait for the pupils to answer. The pupils' answers (**P**) show you what to expect. Accept any answer with the same meaning.

**T.** At the market, how much money does a seller ask for one egg?
**P.** *(The pupils give the amounts that they found.)*

**T.** Thank you. In our book, a seller asks $5 for one egg. Where do people buy and sell things?
**P.** At the market. In a shop.

**T.** Yes. A market is a place where sellers and buyers meet.

*Give the egg to one pupil. Give a $5 coin to a second pupil.*

**T.** *(Point to the pupil with the egg.)* She has an egg. She gives it for money. What do we call her?
**P.** The seller.

**T.** *(Point to the pupil with the coin.)* He gives money and gets the egg. What do we call him?
**P.** The buyer.

**T.** Buyer, ask the seller a question about the egg.
**P.** How much is the egg?

**T.** Good. We can also say: "What is the price of the egg?" Seller, answer him.
**P.** The price is $5.

**T.** The price is the money that the seller asks. Who decides the price?
**P.** The seller.

**T.** Can the buyer say no?
**P.** Yes. He can go to a different seller.

*The buyer gives the coin. The seller gives the egg.*

**T.** Now the buyer asks for three eggs. How much money must he give?
**P.** $15. Five and five and five is fifteen.

**T.** Yes. Three eggs cost $15. The cost is the money that you must give to get a thing. Is the price of one egg now $15?
**P.** No. The price of one egg is still $5.

**T.** Good. The price is what the seller asks. The cost is what the buyer must give.

*Write on the board:*

> price of 1 egg: $5
> cost of 3 eggs: $5 + $5 + $5 = $15

*Write the price list of the village shop on the board (see "What you must know").*

**T.** This is a price list. Read the first line.
**P.** One loaf of bread, $15.

**T.** What is the price of a bar of soap?
**P.** The price is $10.

**T.** What do two exercise books cost?
**P.** They cost $40. Twenty and twenty is forty.

**T.** Ama buys 1 cup of rice from Musa. Who is the seller, and who is the buyer?
**P.** Musa is the seller. Ama is the buyer.

*Draw two IN and OUT lines.*

| **Ama: IN** | **Ama: OUT** |
|---|---|
| 1 cup of rice | $10 |

| **Musa: IN** | **Musa: OUT** |
|---|---|
| $10 | 1 cup of rice |

**T.** One sale gives two lines. Where is the money on Ama's line?
**P.** On the OUT side. The money goes from Ama.

**T.** Where is the money on Musa's line?
**P.** On the IN side. The money comes to Musa.

**If a pupil says, "Price and cost are the same":** say, "Often the amount is the same. But the words are different. The seller asks a

price for one egg. You buy three eggs. Your cost is three times the price."

**If a pupil says, "At our market an egg is more than $5":** say, "Yes. Our market has its own prices. These are the book's prices. They are small, so we can count them easily."

**If a pupil says, "The seller asks too much":** say, "The buyer can say no. He can go to a different seller. In Lesson 5 we ask why some things have a higher price."

## New Words

*To the Teacher:* write the five words on the board. Say each word and its meaning. The pupils copy the words into their exercise books.

| Word | Meaning in this book |
|---|---|
| **price** | The money that a seller asks for a thing. |
| **cost** | The money that you must give to get a thing. |
| **seller** | A person who gives goods or work, and gets money for it. |
| **buyer** | A person who gives money, and gets goods or work for it. |
| **market** | A place where sellers and buyers meet. |

*To the Teacher:* in this book **price** and **cost** never have the same meaning. The price belongs to the seller. The cost belongs to the buyer.

## Learn by Heart

> **The price is the money that a seller asks.**
>
> **The cost is the money that you must give to get a thing.**

*To the Teacher:* write the two sentences on the board. Leave them on the board until the end of the lesson. The pupils say the two sentences aloud, all together, three times. Then each pupil says them alone.

## Exercise 1. Answer aloud.

*To the Teacher:* leave the price list on the board. Ask each question. The pupils answer aloud with a full sentence. Nobody writes.

1. What is a market?
2. What is the price of one loaf of bread?
3. What is the price of one pencil?
4. What do two eggs cost?
5. Who asks the price, the seller or the buyer?
6. What is the cost?

## Exercise 2. Seller or buyer?

*To the Teacher:* write the two letters and their meanings on the board. Read the model aloud. Then read each numbered sentence aloud two times. The pupils write the number, the name of the person, and one letter.

- **S** if the person is the seller.
- **B** if the person is the buyer.

*Model.* Ama gets a cup of salt. She gives $10. — **Ama: B.** She gives money and gets the salt.

1. Juma gives a sack of maize. He gets $100.
2. Kofi gives $5. He gets a pencil.
3. Halima mends shoes for a man. The man gives her $20.
4. Grace gets a loaf of bread. She gives $15.
5. Musa gives two cups of salt. He gets $20.
6. Fatuma gives $20 for an exercise book.

7. Peter gets $300 for a chair.
8. Ama gets $150 for a chicken.
9. Thandi gives $30 for a bus ride to town.
10. Juma gets a goat. He gives $500.

## Exercise 3. What do they cost?

*To the Teacher:* leave the price list on the board. Add these lines to it: 1 cup of beans … $10 · 1 chicken … $150. Write the model and the ten items on the board. The pupils write each sum, like the model.

*Model.* 2 loaves of bread → **$15** + **$15** = **$30**

1. 2 eggs
2. 3 eggs
3. 2 cups of rice
4. 3 cups of beans
5. 2 pencils
6. 3 exercise books
7. 3 loaves of bread
8. 2 chickens
9. 1 cup of rice and 1 loaf of bread
10. 2 eggs and 1 bar of soap

## Exercise 4. Write the price list.

*To the Teacher:* Musa has a stall at the market. He writes his price list in a hurry, and the words are in a jumble.

Write the model and the five jumbles on the board. The pupils write Musa's price list in good order, like the list of the village shop. They put the heading at the top and the amounts on the right.

*Model.* salt · 1 · of · $10 · cup → **1 cup of salt ..... $10**

1. list · price · musa's · stall
2. rice · cup · $10 · of · 1

3. of · beans · 1 · $10 · cup
4. soap · $10 · bar · 1 · of
5. 1 · eggs · $5 · egg

*To the Teacher:* number 1 is the heading. It goes at the top, in capital letters: MUSA'S STALL — PRICE LIST. Number 5 has one word too many. Ask the pupils to find it.

## Exercise 5. Write the missing word.

*To the Teacher:* write the six sentences on the board, with a line for each missing word. Write the five New Words above them. The pupils copy each sentence and write the missing word.

1. A _____ is a place where sellers and buyers meet.
2. The seller asks a _____ for each thing.
3. The _____ gives money and gets the thing.
4. The _____ gives the thing and gets money.
5. Two loaves of bread _____ $30.
6. The _____ is the money that you must give to get a thing.

## Exercise 6. Copy in your best handwriting.

The pupils copy the two sentences from the board (*Learn by Heart*). They write each sentence two times.

*To the Teacher:* the pupils use the handwriting from *Learning to Write*, or the joined handwriting from *Cursive* if they know it. Look at every page. Check three things: a capital letter at the start, a full stop at the end, and the spelling.

## After the Lesson

*To the Teacher:* for Lesson 4, make more paper coins: four more of $1, four more of $5 and four more of $10.

Keep the price list of the village shop for Lesson 4.

Ask each pupil to watch one sale at the market. Does the buyer get money back from the seller? Lesson 4 begins with their answers.

## Answers (for the teacher)

**Exercise 1.** 1. A market is a place where sellers and buyers meet. · 2. The price of one loaf of bread is $15. · 3. The price of one pencil is $5. · 4. Two eggs cost $10. · 5. The seller asks the price. · 6. The cost is the money that you must give to get a thing.

**Exercise 2.**

1. Juma: S
2. Kofi: B
3. Halima: S
4. Grace: B
5. Musa: S
6. Fatuma: B
7. Peter: S
8. Ama: S
9. Thandi: B
10. Juma: B

*Number 3:* Halima gives work, not goods, and gets money. So she is the seller. *Numbers 1 and 10:* one person can be a seller at one time and a buyer at another.

**Exercise 3.**

1. $5 + $5 = $10
2. $5 + $5 + $5 = $15
3. $10 + $10 = $20
4. $10 + $10 + $10 = $30
5. $5 + $5 = $10
6. $20 + $20 + $20 = $60
7. $15 + $15 + $15 = $45

8. $150 + $150 = $300
9. $10 + $15 = $25
10. $5 + $5 + $10 = $20

**Exercise 4.**

**MUSA'S STALL — PRICE LIST**

1 cup of salt ..... $10
1 cup of rice ..... $10
1 cup of beans ..... $10
1 bar of soap ..... $10
1 egg ..... $5

*Number 5:* the extra word is "eggs". Accept the lines in any order, with the heading at the top.

**Exercise 5.** 1. market · 2. price · 3. buyer · 4. seller · 5. cost · 6. cost

*Numbers 5 and 6:* "cost" is a doing word in number 5 and a naming word in number 6. The meaning is the same.

# Lesson 4. Paying and Getting Change

## To the Teacher

**Get these things ready before the lesson:**

- the paper money of the book, with the extra coins (from Lesson 3)
- one loaf of bread and one pencil, to "sell"
- chalk and the blackboard
- an exercise book, a ruler, and a pen or pencil for each pupil

**Time:** about 45 minutes. If your pupils are new to numbers, teach the lesson in two short meetings.

**In this lesson the pupils learn four things:**

1. To pay the exact amount.
2. To pay with a bigger note and get change.
3. To count up the change, in the seller's way, and to count it again.
4. To know when they do not have enough money.

**What you must know before you teach.** Read this part two times. Do not read it to the pupils.

To **pay** is to give money for a thing or for work. If the buyer has the exact amount, there is no change.

Often the buyer has only a bigger note. Then the seller gives money back. This money is the **change**. Change = money paid − cost.

**The seller's way: count up.** Many sellers do not take away on paper. They count up from the cost to the money paid.

Start at the cost. Give one coin and say the new amount. Go on until you reach the money that the buyer paid. The coins and notes in the buyer's hand are the change.

*Example.* The cost is $35. The buyer pays with a $50 note. The seller says "35".

The seller gives a $5 coin and says "40". Then the seller gives a $10 coin and says "50".

The change is $5 + $10 = $15. First reach a number that ends in 0. Then go up in tens, or with a note.

This way uses only adding. The buyer hears each number and sees each coin. Then count the change again in a second way: 50 − 35 = 15. The two ways must give the same answer.

**Count your change before you leave the seller.** A wrong amount is easy to put right at once, and difficult later. Sellers can count wrongly, like all people. Teach the pupils to speak kindly, and to give back money when the seller gives too much.

**Not enough money.** The buyer has **enough** money when it is as much as the cost, or more. If not, the buyer can buy fewer things, or come back another day. Do not teach "the seller can wait for the money" here. That is a loan (Lesson 18).

## Begin the Page

*To the Teacher:* do this at the start of every lesson. Write the lesson title and the date on the board. Each pupil starts a new page in the exercise book. The pupils write the lesson title at the top and underline it with a ruler. Under it they write the date.

## The Talk

Read the teacher's words (**T**) aloud. Wait for the pupils to answer. The pupils' answers (**P**) show you what to expect. Accept any answer with the same meaning.

**T.** You watched a sale at the market. Did the buyer get money back?
**P.** *(Let the pupils tell what they saw.)*

**T.** Kofi buys a pencil. The price is $5. He gives a $5 coin. Does the seller give him money back?
**P.** No.

**T.** Yes. Kofi gives the exact amount. We say: Kofi pays $5. To pay is to give money for a thing or for work.

**T.** Ama buys a loaf of bread. It costs $15. Ama has only a $20 note. What happens?
**P.** She gives the note. The seller gives her $5 back.

**T.** Yes. The money that the seller gives back is the change. How much change does Ama get?
**P.** $5.

*Give one pupil the loaf of bread, a pencil and some coins. This pupil is the seller. Give a second pupil a $50 note. This pupil is the buyer.*

**T.** The buyer asks for two loaves of bread and a pencil. They cost $35. The buyer pays with a $50 note. Seller, start at 35 and give one coin. Say the new amount.
**P.** *(The seller gives a $5 coin.)* Forty.

**T.** Go on to 50.
**P.** *(The seller gives a $10 coin.)* Fifty.

**T.** Buyer, how much change is in your hand?
**P.** $15. Five and ten is fifteen.

*Write on the board:*

> Cost: $35 · Paid: $50
> 35 → 40 → 50
> Change: $5 + $10 = $15

**T.** This is the seller's way. Start at the cost. Count up to the money paid. Can we find the change in a second way?
**P.** Fifty take away thirty-five. That is fifteen.

**T.** Yes. $50 − $35 = $15. The two ways give the same answer. So the change is right.

**T.** Grace buys a cup of rice for $10. She pays with a $50 note. The seller gives her $30. Is that right?
**P.** No. Her change must be $40.

**T.** What must Grace do?
**P.** She must count her change. She must tell the seller.

**T.** Yes. Count your change before you leave the seller. Speak kindly. Sellers can count wrongly too.

**T.** The seller gives Juma $10 too much. What must Juma do?
**P.** He must give it back.

**T.** Yes. That is honest.

**T.** Now Kofi has $20. He asks for a loaf of bread and a bar of soap. What do they cost?
**P.** $25. Fifteen and ten is twenty-five.

**T.** Can Kofi pay?
**P.** No. He has only $20.

**T.** Kofi does not have enough money. Enough means as much as the cost, or more. How much more must Kofi have?
**P.** $5.

**T.** What can Kofi do?
**P.** He can buy only the bread. He can come back another day.

**If a pupil says, "I take away, I do not count up":** say, "That is right too. But count up as well. Two ways give a sure answer."

**If a pupil counts up with the wrong coins:** say, "First go to a number that ends in 0. Then go up in tens." Show it with the paper coins.

**If a pupil says, "The seller can wait for the money":** say, "That is a different thing. It has its own name. We learn about it later."

## New Words

*To the Teacher:* write the three words on the board. Say each word and its meaning. The pupils copy the words into their exercise books.

| Word | Meaning in this book |
|---|---|
| **pay** | Give money for a thing or for work. |
| **change** | The money that the seller gives back when you pay more than the cost. |
| **enough** | As much as the cost, or more. |

*To the Teacher:* in this book the word **change** always means money given back. It has no other meaning. From this lesson you can say: "The cost is the money that you must pay to get a thing."

## Learn by Heart

> **Change is the money that the seller gives back.**
>
> **Count your change before you leave the seller.**

*To the Teacher:* write the two sentences on the board. Leave them on the board until the end of the lesson. The pupils say the two sentences aloud, all together, three times. Then each pupil says them alone.

## Exercise 1. Answer aloud.

*To the Teacher:* ask each question. The pupils answer aloud. Nobody writes.

1. What does "pay" mean?
2. A pencil costs $5. Kofi pays $5. Does he get change?
3. What is change?

4. When must you count your change?
5. The seller gives you too much change. What must you do?
6. You have $10. A thing costs $15. Do you have enough money?

## Exercise 2. Count up the change.

*To the Teacher:* write the model and the eight items on the board. Show the model with the paper money. The pupils write each item like the model: the numbers when they count up, and then the change.

*Model.* Cost $35 · Paid $50 → **35** → **40** → **50. Change: $5** + **$10** = **$15**

1. Cost $15 · Paid $20
2. Cost $25 · Paid $50
3. Cost $30 · Paid $50
4. Cost $10 · Paid $50
5. Cost $45 · Paid $100
6. Cost $75 · Paid $100
7. Cost $150 · Paid $200
8. Cost $32 · Paid $50

*To the Teacher:* in number 8 the pupils start with coins of $1: 33, 34, 35. Then they go on with a $5 coin to 40.

## Exercise 3. Is the change right?

*To the Teacher:* write the price list of the village shop on the board. Read the model aloud, and then each numbered story two times. The pupils write the number and **YES** or **NO**. If the answer is NO, they also write the right change.

*Model.* Kofi buys a pencil. It costs $5. He pays with a $10 coin. He gets $5 change. — **YES.**

1. Ama buys a cup of salt. It costs $10. She pays $20. She gets $10 change.

2. Juma buys a loaf of bread. It costs $15. He pays $50. He gets $25 change.
3. Grace buys 2 eggs. They cost $10. She pays $20. She gets $10 change.
4. Peter buys an exercise book. It costs $20. He pays $100. He gets $70 change.
5. Halima buys 3 cups of beans. They cost $30. She pays $50. She gets $20 change.
6. Fatuma buys a bar of soap and a pencil. They cost $15. She pays $20. She gets $10 change.
7. Musa buys a chicken. It costs $150. He pays $500. He gets $350 change.

## Exercise 4. Is it enough?

*To the Teacher:* leave the price list on the board and add these lines: 1 cup of beans … $10 · 1 chicken … $150 · bus ride to town … $30. Write the model and the six items on the board.

The pupils find the cost first. Then they write **YES** or **NO**. If the answer is NO, they write how much more money the person must have.

*Model.* Kofi has $20. He asks for a loaf of bread and a bar of soap. → **Cost: $15 + $10 = $25. NO. $5 more.**

1. Grace has $50. She asks for 3 loaves of bread.
2. Juma has $30. He asks for 2 exercise books.
3. Thandi has $100. She takes the bus to town and back.
4. Kofi has $10. He asks for 3 pencils.
5. Fatuma has $20. She asks for 1 cup of rice and 1 cup of beans.
6. Musa has $100. He asks for a chicken.

## Exercise 5. Write the missing word.

*To the Teacher:* Ama is at the market. Write the talk on the board, with a line for each missing word. Write these five words above it: **price · cost · pay · change · enough**. Read the talk aloud.

The pupils copy the talk and write the missing words. Then two pupils read it aloud: one is Ama, and one is the seller.

1. Ama: What is the _____ of a loaf of bread?
2. Seller: It is $15.
3. Ama: Two loaves, please. What do they _____?
4. Seller: They cost $30.
5. Ama: I have only $25. That is not _____.
6. Ama: I take one loaf. I _____ with a $20 note.
7. Seller: Here is your _____. It is $5.

## Exercise 6. Copy in your best handwriting.

The pupils copy the two sentences from the board (*Learn by Heart*). They write each sentence two times.

*To the Teacher:* the pupils use the handwriting from *Learning to Write*, or the joined handwriting from *Cursive* if they know it. Look at every page. Check three things: a capital letter at the start, a full stop at the end, and the spelling.

## After the Lesson

*To the Teacher:* for Lesson 5, bring a cup of water and a small stone. Ask each pupil to find one thing that is easy to find in our village, and one thing that is hard to find. Lesson 5 begins with their answers.

## Answers (for the teacher)

**Exercise 1.** 1. To give money for a thing or for work. · 2. No. He pays the exact amount. · 3. The money that the seller gives back

when you pay more than the cost. · 4. Before you leave the seller. · 5. Give it back. · 6. No. You must have $5 more.

**Exercise 2.**

1. 15 → 20. Change: $5
2. 25 → 30 → 50. Change: $5 + $20 = $25
3. 30 → 50. Change: $20
4. 10 → 20 → 30 → 50. Change: $10 + $10 + $20 = $40
5. 45 → 50 → 100. Change: $5 + $50 = $55
6. 75 → 80 → 90 → 100. Change: $5 + $10 + $10 = $25
7. 150 → 200. Change: $50
8. 32 → 33 → 34 → 35 → 40 → 50. Change: $1 + $1 + $1 + $5 + $10 = $18

*Other steps are also right if the change is right.* For example, number 3 can be 30 → 40 → 50.

**Exercise 3.**

1. YES
2. NO. The right change is $35.
3. YES
4. NO. The right change is $80.
5. YES
6. NO. The right change is $5.
7. YES

*Number 6:* the seller gives $5 too much. Fatuma must give it back.

**Exercise 4.**

1. Cost: $15 + $15 + $15 = $45. YES.
2. Cost: $20 + $20 = $40. NO. $10 more.
3. Cost: $30 + $30 = $60. YES.
4. Cost: $5 + $5 + $5 = $15. NO. $5 more.
5. Cost: $10 + $10 = $20. YES.

6. Cost: $150. NO. $50 more.

*Number 3:* to town and back is two rides. *Number 5:* exactly the cost is enough.

**Exercise 5.** 1. price · 2. *(nothing missing)* · 3. cost · 4. *(nothing missing)* · 5. enough · 6. pay · 7. change

# Lesson 5. Value

## To the Teacher

**Get these things ready before the lesson:**

- a cup of water and a small stone
- one egg
- the price list of the village shop (Lesson 3). Add: 1 chicken … $150
- chalk and the blackboard
- an exercise book, a ruler, and a pen or pencil for each pupil

**Time:** about 45 minutes. If your pupils are new to school, teach the lesson in two short meetings.

**In this lesson the pupils learn three things:**

1. Some things have a higher price because they are useful, rare, or take much work.
2. The same thing can be worth more in one place, or at one time.
3. Value and price are not the same thing.

**What you must know before you teach.** Read this part two times. Do not read it to the pupils.

**Why prices are different.** There are three main reasons. A thing is useful. A thing is rare: there is only a little of it. A thing takes much work to make or grow.

A chicken has a higher price than an egg. It gives many eggs, and Ama feeds it for many months. Peter's chair has a higher price than his stool. The chair takes three days of work, and the stool takes one.

**Useful, and hard to get.** Water is very useful. But by a river there is plenty of water. So nobody gives money for a cup of it.

Gold is less useful than water. But gold is rare, so it has a high price. A thing has a high price when people find it useful and it is hard to get.

**Place and time.** The same thing can be worth more in one place, or at one time. On a long road with no river, in the dry months, a cup of water is worth a lot.

Just after the harvest there is plenty of maize. Months later, little is left, and maize is worth more. Fish are worth more far from the lake. A blanket is worth more on a cold night.

**Value and price.** The seller decides the price. But the buyers decide what a thing is worth to them. A seller can ask $50 for one egg. Nobody buys it, because the egg is not worth $50.

Then the seller must ask less. Some things have great value and no price at all, for example air.

**Words.** Say "Gold is rare" and "There is plenty of water", not "Water is plenty". Do not use "cheap" and "expensive" (Lesson 25). Say "a high price" and "a low price".

## Begin the Page

*To the Teacher:* do this at the start of every lesson. Write the lesson title and the date on the board. Each pupil starts a new page in the exercise book. The pupils write the lesson title at the top and underline it with a ruler. Under it they write the date.

## The Talk

Read the teacher's words (**T**) aloud. Wait for the pupils to answer. The pupils' answers (**P**) show you what to expect. Accept any answer with the same meaning.

**T.** Name one thing that is easy to find in our village. Name one thing that is hard to find.

**P.** *(Let the pupils give their answers. Write two short lists on the board: EASY TO FIND and HARD TO FIND.)*

*Point to the price list.*

**T.** One egg is $5. One chicken is $150. Why is the chicken more?
**P.** A chicken is big. It gives many eggs.

**T.** Yes. A chicken is more useful. It gives eggs for many months. How long does a chicken take to grow?
**P.** Many months.

**T.** Ama feeds it every day for many months. So there is much work in a chicken.

*Hold up the cup of water.*

**T.** Is water useful?
**P.** Yes. We drink it. We cook and wash with it.

**T.** By the river, does anybody sell a cup of water?
**P.** No. Everybody can take water from the river.

**T.** Yes. By the river there is plenty of water. Plenty means a lot, more than people use.

**T.** Now we walk on a long road with no river. There is no rain for many months. A man sells water. Do people give money for it?
**P.** Yes.

**T.** Why?
**P.** There is only a little water. It is hard to find.

**T.** Yes. On that road water is rare. Rare means there is only a little of it. The same cup of water has more value on the long road.

*Write on the board: useful · rare · much work*

**T.** These three things give a thing value. Value is how useful a thing is, and how hard it is to get. Can you eat gold?
**P.** No.

**T.** Then why do people give much money for gold?
**P.** Because gold is rare. It is hard to find.

**T.** Peter makes a chair in three days. He makes a stool in one day. Which has the higher price?
**P.** The chair. There is more work in it.

*Hold up the egg.*

**T.** In our book, people give $5 for one egg. We say: one egg is worth $5. Now a seller asks $50 for one egg. What is the price?
**P.** $50.

**T.** Is one egg worth $50?
**P.** No. Nobody gives $50 for one egg.

**T.** What do the buyers do?
**P.** They go to a different seller.

**T.** Yes. The seller decides the price. The buyers decide what the egg is worth. So value and price are not the same thing.

*Hold up the stone.*

**T.** Does anybody give money for this stone?
**P.** No. There are stones everywhere.

**T.** Is air useful?
**P.** Yes. We cannot live without air.

**T.** What is its price?
**P.** It has no price.

**T.** Air has great value. But there is plenty of it. So it has no price.

**If a pupil says, "Gold is useful":** say, "Yes, a little. But iron is more useful for tools. Iron has a lower price, because there is more iron. Gold has a high price because it is rare."

**If a pupil says, "It is wrong to sell water":** say, "Water from the river has no price. But carrying water far is work. The water seller gets money for that work."

**If a pupil says, "This thing has more value for me than for my neighbour":** say, "Yes, that is true. A blanket has more value for a cold person. Value is different for different people."

## New Words

*To the Teacher:* write the four words on the board. Say each word and its meaning. The pupils copy the words into their exercise books.

| Word | Meaning in this book |
|---|---|
| **value** | How useful a thing is, and how hard it is to get. |
| **worth** | The value of a thing, said in money: "One egg is worth $5." |
| **rare** | There is only a little of it. It is hard to find. |
| **plenty** | A lot; more than people use: "There is plenty of water." |

## Learn by Heart

> **A thing has more value when it is useful, rare, or takes much work.**
>
> **Value and price are not the same thing.**

*To the Teacher:* write the two sentences on the board. Leave them on the board until the end of the lesson. The pupils say the two sentences aloud, all together, three times. Then each pupil says them alone.

## Exercise 1. Answer aloud.

*To the Teacher:* ask questions 1 to 4, and the pupils answer aloud. Then read sentences 5 to 8. After each sentence the pupils say "yes" or "no", and say why. Nobody writes.

1. Name three things that give a thing value.
2. What does "rare" mean?
3. Why does nobody sell water by the river?
4. Who decides the price? Who decides what a thing is worth?

5. A seller can ask any price.
6. The price always shows the value.
7. Air has great value, but it has no price.
8. A cup of water is worth the same amount in every place.

## Exercise 2. Rare or plenty?

*To the Teacher:* write the two letters and their meanings on the board. Read the model aloud. Then read each item aloud two times. The pupils write the number and one letter.

- **R** if the thing is rare.
- **P** if there is plenty of it.

*Model.* water in a big river — **P**. There is a lot of it. Everybody can take it.

1. gold
2. sand by a river
3. a doctor in a small village far from town
4. fish in a village by a big lake
5. fish in a village far from water
6. maize just after the harvest
7. maize just before the next harvest
8. mangoes when the mango trees are full
9. clean water on a long road with no river
10. diamonds

## Exercise 3. Why does it have a higher price?

*To the Teacher:* write the three letters and their meanings on the board. Read the model aloud. Then read each item aloud two times. The pupils write the number and one letter.

- **U** if it is more useful.
- **R** if it is more rare.

- **W** if it takes more work.

*Model.* Peter makes a chair in three days. He makes a stool in one day. The chair has a higher price. — **W**.

1. A new knife cuts well. A broken knife cuts nothing. The new knife has a higher price.
2. Gold is hard to find. Iron is easy to find. Gold has a higher price.
3. Grace mends a small hole in a short time. She makes a new dress in two days. The dress has a higher price.
4. Fish far from the lake have a higher price than fish by the lake.
5. A bucket with no hole has a higher price than a bucket with a hole.
6. Juma makes a big basket in two days. He makes a small basket in one hour. The big basket has a higher price.

## Exercise 4. Where or when is it worth more?

*To the Teacher:* write the model and the five items on the board. The pupils write a full sentence for each item, like the model.

*Model.* a cup of water: by the river, or on a long road with no river? → **A cup of water is worth more on a long road with no river.**

1. a blanket: on a cold night, or on a hot day?
2. fish: by the lake, or far from the lake?
3. maize: just after the harvest, or just before the next harvest?
4. a lamp: in the day, or at night?
5. an umbrella: in the rain, or on a dry day?

## Exercise 5. Write the missing word.

*To the Teacher:* write the six sentences on the board, with a line for each missing word. Write these five words above them: **value ·**

**worth · rare · plenty · price**. The pupils copy each sentence and write the missing word.

1. Gold is _____. It is hard to find.
2. By the river there is _____ of water.
3. The seller asks a _____ of $5 for one egg.
4. One egg is _____ $5.
5. Useful and rare things have more _____.
6. Air has great _____, but it has no price.

## Exercise 6. Copy in your best handwriting.

The pupils copy the two sentences from the board (*Learn by Heart*). They write each sentence two times.

*To the Teacher:* the pupils use the handwriting from *Learning to Write*, or the joined handwriting from *Cursive* if they know it. Look at every page. Check three things: a capital letter at the start, a full stop at the end, and the spelling.

## After the Lesson

*To the Teacher:* Lesson 6 is a review of Lessons 1 to 5. Keep the paper money and the price list of the village shop. Ask each pupil to bring the exercise book with all the work of Lessons 1 to 5.

## Answers (for the teacher)

**Exercise 1.** 1. It is useful; it is rare; it takes much work. · 2. There is only a little of it. It is hard to find. · 3. There is plenty of water there. Everybody can take it. · 4. The seller decides the price. The buyers decide what a thing is worth. · 5. Yes. But if the price is too high, nobody buys. · 6. No. A seller can ask too much. Air has value but no price. · 7. Yes. There is plenty of air. · 8. No. It is worth more where water is rare.

**Exercise 2.** 1 R · 2 P · 3 R · 4 P · 5 R · 6 P · 7 R · 8 P · 9 R · 10 R

*Numbers 4 and 5, and 6 and 7:* a thing can be rare in one place or at one time, but not in another. Talk about this with the class.

**Exercise 3.** 1 U · 2 R · 3 W · 4 R · 5 U · 6 W

*Accept a different letter with a good reason.* In number 4, "W: carrying fish far is work" is also true.

**Exercise 4.**

1. A blanket is worth more on a cold night.
2. Fish are worth more far from the lake.
3. Maize is worth more just before the next harvest.
4. A lamp is worth more at night.
5. An umbrella is worth more in the rain.

*Number 3:* just before the next harvest, little maize is left, so it is rare.

**Exercise 5.** 1. rare · 2. plenty · 3. price · 4. worth · 5. value · 6. value

# Lesson 6. Review: What Money Is (Lessons 1 to 5)

## To the Teacher

**Get these things ready before the lesson:**

- the paper money of the book (from Lesson 2)
- the price list of the village shop (Lesson 3), written on the board before the pupils come. Add these lines: 1 cup of salt … $10 · 1 cup of beans … $10 · 1 chicken … $150
- chalk and the blackboard
- each pupil's exercise book, with all the work of Lessons 1 to 5
- a ruler, and a pen or pencil, for each pupil

**Time:** two meetings of about 40 minutes. In the first meeting, do the Review Questions and Exercises 1 to 3. In the second meeting, do Exercises 4 to 6.

**What this review checks.** The pupils learn no new words in this lesson. They use again the words and the skills of Part One:

1. A trade, with money and without money (Lesson 1).
2. Reading, writing and counting amounts; the total (Lesson 2).
3. Price and cost; seller and buyer; the price list (Lesson 3).
4. Paying, counting up the change, and enough money (Lesson 4).
5. Value: useful, rare, plenty, much work (Lesson 5).

Write the twenty words of Part One on one side of the board. Leave them there for both meetings:

> trade · money · goods · coin · note · amount · total · dollar · price · cost · seller · buyer · market · pay · change · enough ·

> value · worth · rare · plenty

**If many pupils get a question wrong.** Do not go on to Lesson 7 at once. Teach the part again, from the lesson below. Then give two or three new items of the same kind.

| Wrong answers in … | Teach again … |
|---|---|
| Exercise 1; test items 7 and 8 | Lesson 1, the Talk and Exercise 2 |
| Exercise 2 (the cost); test items 1 to 4 | Lesson 2, Exercise 3, and Lesson 3, Exercise 3 |
| Exercise 2 (the change); test items 5 and 6 | Lesson 4, the seller's way, and Exercise 2 |
| Exercise 3 | Lesson 2, Exercise 5, and the two lines of one sale (Lesson 3, the Talk) |
| Exercise 4 | Lesson 3, Exercise 4 |
| Test items 9 and 10 | Lesson 5, Exercises 2 and 3 |

## Begin the Page

*To the Teacher:* do this at the start of every lesson. Write the lesson title and the date on the board. Each pupil starts a new page in the exercise book. The pupils write the lesson title at the top and underline it with a ruler. Under it they write the date.

## Review Questions

*To the Teacher:* ask each question. The pupils answer aloud with a full sentence. Nobody writes. The number in brackets tells you the lesson. If nobody can answer, read the Learn by Heart sentences of that lesson again.

1. What is a trade? (Lesson 1)

2. Why is a trade without money often difficult? (Lesson 1)
3. What is money? Why do people take it? (Lesson 1)
4. What is a coin? What is a note? (Lesson 1)
5. How do we write "forty dollars" on the board? (Lesson 2)
6. Name the three coins and the four notes of this book. (Lesson 2)
7. What is a total? (Lesson 2)
8. What is a market? (Lesson 3)
9. Who asks the price, the seller or the buyer? (Lesson 3)
10. What is the price? What is the cost? (Lesson 3)
11. What is change? When must you count it? (Lesson 4)
12. You have $10. A thing costs $15. Do you have enough money? (Lesson 4)
13. Name three things that give a thing value. (Lesson 5)
14. By the river, nobody sells a cup of water. Why? (Lesson 5)
15. Are value and price the same thing? (Lesson 5)

## Exercise 1. What kind of trade is it?

*To the Teacher:* write the three letters and their meanings on the board. Read the model aloud. Then read each numbered sentence aloud two times. After each sentence, the pupils write its number and one letter in their exercise books.

- **T** if it is a trade without money.
- **M** if it is a trade with money.
- **X** if it is not a trade.

*Model.* Juma gives a goat to Fatuma. Fatuma gives two sacks of maize to Juma. — **T**. Each person gives and gets. There is no money.

1. Musa gives 2 cups of salt to Grace. Grace mends his shirt.
2. Kofi gives $5 to a seller. The seller gives him a pencil.
3. Ama finds an egg under a tree.

4. Juma gives a goat to Peter. Peter gives Juma two chairs.
5. Thandi gives a $20 note to a seller. She gets a loaf of bread and $5.
6. A boy gives his old shoes to his little brother.
7. Halima mends shoes for Ama. Ama gives her 4 eggs.
8. Fatuma pays $10 for a cup of rice.
9. The rain fills a bucket with water.
10. Grace mends a dress. The owner pays her with a $20 note.

## Exercise 2. Find the cost. Count up the change.

*To the Teacher:* leave the price list on the board. Write the model and the eight items on the board. Show the model with the paper money. The pupils write each item like the model: the cost, the numbers when they count up, and the change.

*Model.* Grace buys 2 loaves of bread. She pays with a $50 note. → **Cost: $15 + $15 = $30. 30 → 40 → 50. Change: $10 + $10 = $20**

1. Kofi buys 1 pencil. He pays with a $10 coin.
2. Ama buys 1 cup of salt and 1 bar of soap. She pays with a $50 note.
3. Juma buys 3 eggs. He pays with a $20 note.
4. Thandi buys 1 exercise book and 1 pencil. She pays with a $50 note.
5. Fatuma buys 2 cups of rice and 1 loaf of bread. She pays with a $50 note.
6. Halima buys 3 cups of beans. She pays with a $20 note and a $10 coin.
7. Grace buys 2 eggs and 1 loaf of bread. She pays with a $100 note.
8. Peter buys 1 chicken. He pays with a $500 note.

*To the Teacher:* number 6 has no change. Ask the pupils why.

## Exercise 3. Draw the IN and OUT line. Write the totals.

*To the Teacher:* write the six sentences on the board and read them aloud. Do sentence 1 with the pupils: that is the model. The pupils draw the line for Grace and write all six sentences in it. Then they complete the two sentences under the line. Last, they draw a second line for Ama, for sentence 5.

*Model.* Grace mends a shirt for Peter. He gives her $20.

| **Grace: IN** | **Grace: OUT** |
|---|---|
| $20 for a shirt | |

1. Grace mends a shirt for Peter. He gives her $20.
2. Grace buys 2 loaves of bread. She gives $30.
3. Grace mends a dress for Fatuma. Fatuma gives her $30.
4. Grace buys thread. She gives $10.
5. Grace buys 3 eggs from Ama. She gives $15.
6. Grace mends a bag for Musa. He gives her $10.

Under the line, the pupils write:

- The total of the IN side is _____.
- The total of the OUT side is _____.

## Exercise 4. Write the price list.

*To the Teacher:* the school sells pencils and other things to its pupils. The words of its price list are in a jumble. Write the model and the five jumbles on the board. The pupils write the price list in good order. They put the heading at the top, in capital letters, and the amounts on the right. Then they answer the two questions under it.

*Model.* pencil · $5 · 1 → **1 pencil ..... $5**

1. shop · price · school · the · list
2. book · $20 · exercise · 1

3. of · $15 · 1 · bread · loaf
4. $10 · soap · of · bar · 1
5. egg · 1 · $5 · eggs

Under the price list, the pupils answer:

- What do 2 exercise books and 1 pencil cost?
- Kofi has $20. Is it enough for 1 loaf of bread and 1 egg?

*To the Teacher:* number 5 has one word too many. Ask the pupils to find it.

## Exercise 5. A short test.

*To the Teacher:* write the ten items on the board. Do not help the pupils. Each pupil writes the number of each item and the answer in the exercise book. Collect the books, or walk round and look. Give one mark for each right answer. Write the marks out of 10 at the bottom of the page.

1. Write in numbers: seventy-five dollars.
2. Write in words: $40.
3. Count the money: [$20] ($10) ($5). Write the total.
4. 1 loaf of bread is $15. What do 2 loaves cost?
5. The cost is $25. You pay $50. What is the change?
6. Kofi has $15. A pencil and an exercise book cost $25. Is it enough?
7. Money made of paper is a _____.
8. Ama gives 3 eggs. Musa gives a cup of salt. Is it a trade?
9. Diamonds are _____. There is only a little of them.
10. Write yes or no: value and price are the same thing.

## Exercise 6. Copy in your best handwriting.

*To the Teacher:* write these four sentences on the board. They are Learn by Heart sentences from Part One. The pupils say them

aloud, all together, one time. Then they copy each sentence two times.

> **Money is a thing that all people agree to take for goods and for work.**
>
> **The total is all the amounts added together.**
>
> **Count your change before you leave the seller.**
>
> **Value and price are not the same thing.**

*To the Teacher:* the pupils use the handwriting from *Learning to Write*, or the joined handwriting from *Cursive* if they know it. Look at every page. Check three things: a capital letter at the start, a full stop at the end, and the spelling.

## After the Lesson

*To the Teacher:* look at the marks of the short test. Teach again any part that many pupils got wrong (see "If many pupils get a question wrong"). Keep the paper money; Part Two uses it less, but some pupils still need it.

Lesson 7 begins Part Two, "Money in, money out". Before it, ask each pupil to think about one person at home. What work does that person do? Does anybody give that person money for it? Lesson 7 begins with their answers.

## Answers (for the teacher)

**Review Questions.** 1. Two people each give something and each get something. · 2. You must find a person who has the thing you want, and who also wants the thing you have. · 3. A thing that all people agree to take for goods and for work. People take it because all people agree to take it. · 4. A coin is money made of metal. A note is money made of paper. · 5. The sign $ first, then the number:

$40. · 6. Coins: $1, $5, $10. Notes: $20, $50, $100, $500. · 7. All the amounts added together. · 8. A place where sellers and buyers meet. · 9. The seller. · 10. The price is the money that a seller asks. The cost is the money that you must pay to get a thing. · 11. The money that the seller gives back. Count it before you leave the seller. · 12. No. You must have $5 more. · 13. It is useful; it is rare; it takes much work. · 14. There is plenty of water there. Everybody can take it. · 15. No.

**Exercise 1.** 1 T · 2 M · 3 X · 4 T · 5 M · 6 X · 7 T · 8 M · 9 X · 10 M

*Number 1 and number 7:* the work of mending is given for salt or eggs, with no money. So these are trades without money. *Number 5:* the $5 is change. It is still one trade with money. *Number 6:* the boy gets nothing back. It is a gift.

**Exercise 2.**

1. Cost: $5. 5 → 10. Change: $5
2. Cost: $10 + $10 = $20. 20 → 30 → 50. Change: $10 + $20 = $30
3. Cost: $5 + $5 + $5 = $15. 15 → 20. Change: $5
4. Cost: $20 + $5 = $25. 25 → 30 → 50. Change: $5 + $20 = $25
5. Cost: $10 + $10 + $15 = $35. 35 → 40 → 50. Change: $5 + $10 = $15
6. Cost: $10 + $10 + $10 = $30. She pays the exact amount. No change.
7. Cost: $5 + $5 + $15 = $25. 25 → 30 → 50 → 100. Change: $5 + $20 + $50 = $75
8. Cost: $150. 150 → 200 → 300 → 400 → 500. Change: $50 + $100 + $100 + $100 = $350

*Other steps are also right if the change is right.* For example, number 2 can be 20 → 30 → 40 → 50.

**Exercise 3.**

| Grace: IN | Grace: OUT |
|---|---|
| $20 for a shirt | $30 for 2 loaves of bread |
| $30 for a dress | $10 for thread |
| $10 for a bag | $15 for 3 eggs |

- The total of the IN side is $60. (20 + 30 + 10)
- The total of the OUT side is $55. (30 + 10 + 15)

Ama's line for sentence 5:

| Ama: IN | Ama: OUT |
|---|---|
| $15 | 3 eggs |

*Why:* one sale gives two lines. On Grace's line the $15 goes OUT. On Ama's line it comes IN.

**Exercise 4.**

**THE SCHOOL SHOP — PRICE LIST**

1 pencil ..... $5
1 exercise book ..... $20
1 loaf of bread ..... $15
1 bar of soap ..... $10
1 egg ..... $5

*Number 5:* the extra word is "eggs". Accept the lines in any order, with the heading at the top.

- 2 exercise books and 1 pencil cost $20 + $20 + $5 = $45.
- 1 loaf of bread and 1 egg cost $15 + $5 = $20. Yes, $20 is enough. (Exactly the cost is enough.)

**Exercise 5.** One mark for each item.

1. $75
2. forty
3. $20 + $10 + $5 = $35

4. $30
5. $25
6. No. He must have $10 more. (Accept "No" alone.)
7. note
8. Yes. It is a trade without money.
9. rare
10. no

# Part Two. Money In, Money Out

# Lesson 7. Work and Pay

## To the Teacher

**Get these things ready before the lesson:**

- chalk and the blackboard
- an exercise book, a ruler, and a pen or pencil for each pupil
- a few coins and notes of your country's money, if you have them

**Time:** about 45 minutes.

**In this lesson the pupils learn four things:**

1. People earn money with their work.
2. An employer pays a wage: by the day, by the week or by the month.
3. Some people earn without an employer. They sell their goods or their work.
4. Income is all the money that comes IN to a person, to keep.

**What you must know before you teach.** Read this part two times. Do not read it to the pupils.

This is the first lesson of Part Two, "Money in, money out". This lesson looks at the IN side of the IN and OUT line. Lessons 8 and 9 look at the OUT side. Lesson 10 puts the two sides together.

To earn is to get money for your work. There are two ways to earn. A person can work for another person, who pays a wage. Or a person can work alone, and sell goods or work to buyers.

An employer is a person who pays another person for work. The employer can be a farmer, a shopkeeper or a school. A wage can be paid by the day, by the week or by the month. In this book, one day of work in a field pays $100.

Income is all the money that comes IN to a person, to keep. A wage is income. Money from eggs that a person sells is income. A gift of money is also income, but the person did not earn it. So a person's income can be bigger than the money that the person earns. A loan also comes IN, but it is not income. The person must pay it back (Lesson 18).

Some work has no wage. A mother cooks and looks after her children. A child carries water home. This work has great value, but nobody pays money for it. Do not let any pupil say that this work is "nothing".

**The people in this lesson.** Keep them the same all through the book.

- **Thandi** works in a shop. Her employer is **Mr Banda**, the shopkeeper. Her wage is $2,000 a month.
- **Kofi** is young. He works for **Peter**, who makes chairs. His wage is $1,000 a month.
- **Juma** is a farmer. He pays $100 a day to the people who work in his field.
- **Ama** sells eggs. She has no employer.

## Begin the Page

*To the Teacher:* do this at the start of every lesson. Write the lesson title and the date on the board. Each pupil starts a new page in the exercise book. The pupils write the lesson title at the top and underline it with a ruler. Under it they write the date.

## The Talk

Read the teacher's words (**T**) aloud. Wait for the pupils to answer. Accept any answer with the same meaning.

**T.** In Lesson 1, Amina worked all day in a field. What did the farmer give her?

**P.** Money.

**T.** Yes. She got money for her work. We say: she **earns** money. Who in this room earns money?
**P.** *(Some pupils say:)* I work in a field. I sell vegetables. I mend bicycles.

**T.** Thandi works in a shop. The shop belongs to Mr Banda. Mr Banda pays Thandi for her work. He is her **employer**. The money that he pays her is her **wage**. She gets $2,000 every month.

**T.** Juma pays a worker $100 for one day in his field. The worker works 5 days. How much does he earn?
**P.** $500.

*Write on the board:*

> by the day: $100
> by the week (5 days): $500
> by the month: $2,000

**T.** An employer can pay a wage by the day, by the week or by the month. Kofi works for Peter. Peter pays Kofi $1,000 a month. Who is Kofi's employer?
**P.** Peter.

**T.** Ama sells eggs. Does she have an employer? Does she earn money?
**P.** She has no employer. But she earns money. People pay her for her eggs.

**T.** Yes. Ama has no wage. But she earns. This month, Thandi's brother gives her $100. Did she earn it?
**P.** No. It is a gift.

*Draw Thandi's IN and OUT line. Fill in the IN side only.*

| Thandi: IN | Thandi: OUT |
|---|---|
| wage $2,000 | |
| from her brother $100 | |
| **total $2,100** | |

**T.** All the money that comes IN to a person, to keep, is the person's **income**. What is Thandi's income this month?
**P.** $2,100.

**T.** How much did she earn?
**P.** $2,000. She did not earn the gift.

**If a pupil says, "My mother works all day, but she has no wage":** say, "Yes. Her work has great value. But nobody pays her for it. A wage is money from an employer."

**If a pupil says, "Ama's egg money is her wage":** say, "No. A wage comes from an employer. Ama's money comes from her buyers. It is income, and she earns it."

**If a pupil says, "A gift is not income, because nobody worked for it":** say, "Income is all the money that comes IN to keep. A gift comes IN, and the person keeps it. So it is income. But the person did not earn it."

## New Words

*To the Teacher:* write the four words on the board. Say each word and its meaning. The pupils copy the words into their exercise books.

| Word | Meaning in this book |
|---|---|
| **earn** | To get money for your work. |
| **wage** | The money that an employer pays for work, by the day, the week or the month. |
| **income** | All the money that comes IN to a person, to keep. |
| **employer** | A person who pays another person for work. |

## Learn by Heart

> **A wage is the money that an employer pays for work.**
>
> **Income is all the money that comes IN to a person, to keep.**

*To the Teacher:* write the two sentences on the board. Leave them there until the end of the lesson. The pupils say them aloud, all together, three times. Then each pupil says them alone.

## Exercise 1. Answer aloud.

*To the Teacher:* ask each question. The pupils answer aloud. Nobody writes.

1. What does "earn" mean?
2. Who is Thandi's employer? What is her wage?
3. An employer can pay a wage in three ways. Name them.
4. Ama has no employer. Does she earn money? How?
5. Is a gift income? Is a gift a wage?

## Exercise 2. Where does the money come from?

*To the Teacher:* write the three letters and their meanings on the board. Read the model aloud. Then read each numbered sentence

aloud two times. After each sentence, the pupils write its number and one letter.

- **E** if an employer pays a wage.
- **S** if the person sells goods or work, and has no employer.
- **G** if it is a gift. The person does not earn it.

*Model.* Mr Banda pays Thandi $2,000 for a month of work in his shop. — **E.** Mr Banda is her employer.

1. Ama sells 6 eggs at the market.
2. Juma pays Amina $100 for a day in his field.
3. Kofi's aunt gives him $50.
4. Peter pays Kofi his wage at the end of the month.
5. Halima mends a pair of shoes. The owner pays her $20.
6. A school pays a teacher every month.
7. Grace mends a dress for Fatuma. Fatuma pays her $30.
8. Musa sells 3 cups of salt.
9. A grandmother gives each child $10 on a holiday.
10. A bus company pays a driver every week.
11. Peter sells a chair to Thandi.
12. A farmer pays three men to cut his maize for two days.

## Exercise 3. How much does the worker earn?

*To the Teacher:* write the model and the six questions on the board. Do the model with the class. The pupils write the sum and the answer for each question.

*Model.* Juma pays $100 a day. Amina works 3 days. → 3 × $100 = $300. **Amina earns $300.**

1. Juma pays $100 a day. Amina works 2 days.
2. Juma pays $100 a day. A man works 6 days.
3. Juma pays $100 a day. A woman works 10 days.
4. A builder pays $400 a week. Joseph works 2 weeks.

5. Thandi earns $2,000 a month. How much does she earn in 2 months?
6. Kofi earns $1,000 a month. How much does he earn in 3 months?

## Exercise 4. Build Thandi's IN side.

*To the Teacher:* draw the model on the board and explain it. Then read the six facts aloud, two times, slowly. Some facts are IN and some are OUT. The pupils draw Thandi's IN and OUT line. They write only the IN side, and add the total. Under the line they write two sentences: "Thandi's income is $***." and "Thandi earns $***."

*Model.* Ama sells eggs for $300. She buys salt for $10. Her sister gives her $50.

| **Ama: IN** | **Ama: OUT** |
|---|---|
| eggs $300 | |
| from her sister $50 | |
| **total $350** | |

Ama's income is $350. Ama earns $300.

The facts for Thandi's month:

1. She buys 2 bars of soap for $20.
2. Mr Banda pays her wage of $2,000.
3. She takes the bus to town for $30.
4. Her brother gives her $100.
5. She works in the shop on two more days. Mr Banda pays her $100 for each day.
6. She buys a loaf of bread for $15.

*To the Teacher:* the pupils leave the OUT side empty in this exercise.

## Exercise 5. Write the missing word.

*To the Teacher:* write the five sentences on the board, with a line for each missing word. The pupils copy each sentence and write the missing word.

1. Thandi works in a shop. Mr Banda is her _____.
2. Mr Banda pays Thandi a _____ of $2,000 a month.
3. Ama sells eggs. She _____ money, but she has no employer.
4. All the money that comes IN to a person, to keep, is _____.
5. A gift is income, but you do not _____ it.

## Exercise 6. Copy in your best handwriting.

The pupils copy the two sentences from the board (*Learn by Heart*). They write each sentence two times.

*To the Teacher:* the pupils use the handwriting from *Learning to Write*, or the joined handwriting from *Cursive* if they know it. Look at every page. Check three things: a capital letter at the start, a full stop at the end, and the spelling.

## After the Lesson

*To the Teacher:* before the next lesson, ask each pupil to think about home. What five things does the family buy every month? Each pupil brings a list of five things. Lesson 8 begins with their lists.

## Answers (for the teacher)

**Exercise 1.** 1. To get money for your work. 2. Mr Banda. $2,000 a month. 3. By the day, by the week, by the month. 4. Yes. She sells eggs, and people pay her for them. 5. Yes, a gift is income. No, it is not a wage.

**Exercise 2.** 1 S · 2 E · 3 G · 4 E · 5 S · 6 E · 7 S · 8 S · 9 G · 10 E · 11 S · 12 E

*Number 5 and number 7:* Halima and Grace sell their work, not goods. They have no employer, so the answer is S. *Number 11:* Peter

makes and sells chairs. Thandi is his buyer, not his employer.

**Exercise 3.**

1. 2 × $100 = $200. Amina earns $200.
2. 6 × $100 = $600. The man earns $600.
3. 10 × $100 = $1,000. The woman earns $1,000.
4. 2 × $400 = $800. Joseph earns $800.
5. 2 × $2,000 = $4,000.
6. 3 × $1,000 = $3,000.

**Exercise 4.**

| **Thandi: IN** | **Thandi: OUT** |
|---|---|
| wage $2,000 | |
| from her brother $100 | |
| two more days $200 | |
| **total $2,300** | |

Thandi's income is $2,300. Thandi earns $2,200.

*Why:* the wage ($2,000) and the two more days ($200) are money for work: $2,200. The $100 from her brother is a gift. Facts 1, 3 and 6 are OUT. The IN side does not show them.

**Exercise 5.** 1. employer · 2. wage · 3. earns · 4. income · 5. earn

# Lesson 8. Needs and Wants

## To the Teacher

**Get these things ready before the lesson:**

- chalk and the blackboard
- an exercise book, a ruler, and a pen or pencil for each pupil
- the price list below, written on one side of the board before the pupils come

> **Prices at the market**
> 1 egg $5 · 1 sweet $5 · 1 pencil $5
> 1 cup of salt $10 · 1 cup of rice $10 · 1 cup of beans $10
> 1 bar of soap $10 · 1 cup of tea $10
> 1 loaf of bread $15 · 1 exercise book $20 · bus ride to town $30

**Time:** about 45 minutes.

**In this lesson the pupils learn four things:**

1. A need is a thing that we must have to live and to be well.
2. A want is a thing that we would like, but we can live without it.
3. Money buys a thing only one time. So every time we buy, we make a choice.
4. The same thing can be a need for one person and a want for another person.

**What you must know before you teach.** Read this part two times. Do not read it to the pupils.

Needs are the things that a person must have to live and to be well. They are food, clean water, a place to live, clothes, and medicine

when a person is sick. School for the children is also a need. Without it, a child cannot read, write or count.

Wants are things that make life nicer. A person can live without them. Sweets, a radio, a fourth shirt and a ticket to a football match are wants. A want is not bad. People enjoy their wants. The rule of this lesson is: **pay for the needs first, then choose the wants.**

Money buys a thing only one time. When Thandi pays $10 for soap, she cannot use the same $10 for tea. So every time a person buys one thing, the person does not buy another thing. This is a choice. Rich people and poor people both make choices, every day.

The same thing can be a need for one person and a want for another. A bicycle is a need for a man who rides two hours to work. It is a want for a boy who rides for fun. So in Exercise 2 some answers depend on the person. The answers mark these with a star (*). Accept N or W when the pupil gives a good reason.

**The words "need" and "want" in this book.** From this lesson on, use "need" only for a thing that a person must have. Use "want" only for a thing that a person can live without. For other wishes, say "would like": "Ama would like a new pot."

## Begin the Page

*To the Teacher:* do this at the start of every lesson. Write the lesson title and the date on the board. Each pupil starts a new page in the exercise book. The pupils write the lesson title at the top and underline it with a ruler. Under it they write the date.

## The Talk

Read the teacher's words (**T**) aloud. Wait for the pupils to answer. Accept any answer with the same meaning.

**T.** Read me your lists from home. What does your family buy every month?

**P.** *(Pupils read:)* Maize flour. Soap. Salt. Paraffin. School shoes.

*Write six or seven of their things on the board.*

**T.** Can a family live without food? Without water? Without a roof?
**P.** No.

**T.** A thing that we must have to live and to be well is a **need**. Food is a need. Water is a need. Name other needs.
**P.** Clothes. A house. Medicine. School for the children.

**T.** Kofi buys a sweet every day. Can he live without sweets?
**P.** Yes.

**T.** A thing that we would like, but can live without, is a **want**. Name some wants.
**P.** A radio. Sweets. A new dress. A football.

**T.** Is a want bad?
**P.** *(Some pupils say yes, some say no.)*

**T.** No. A want can make life good. But the needs come first.

*Point to the price list on the board.*

**T.** Thandi has $30. She must buy soap and a loaf of bread. She would also like a bus ride to town. Can she buy all three?
**P.** No. That is $55. She has only $30.

**T.** She must take one thing and not the other. This is a **choice**. What does she choose?
**P.** The soap and the bread. They are needs.

**T.** Musa takes the bus to the hospital in town. Kofi takes the bus to town to watch football. Is the bus ride a need or a want?
**P.** For Musa it is a need. For Kofi it is a want.

**T.** Yes. The same thing can be a need for one person and a want for another.

**If a pupil says, "A radio is a need, because I hear the news":** ask, "Can you live and be well without it?" Most people can. So for most people a radio is a want.

**If a pupil says, "A telephone is a need":** say, "Some people use a telephone for their work or for their money. For them it can be a need. For others it is a want." Accept the answer when the pupil gives a reason.

**If a pupil says, "Tea is a need":** say, "Water is a need. A cup of tea at the tea stall is a want."

## New Words

*To the Teacher:* write the three words on the board. Say each word and its meaning. The pupils copy the words into their exercise books.

| Word | Meaning in this book |
|---|---|
| **need** | A thing that a person must have to live and to be well. |
| **want** | A thing that a person would like to have, but can live without. |
| **choice** | Taking one thing and not another, when you cannot have both. |

## Learn by Heart

> **A need is a thing that we must have to live and to be well.**
>
> **A want is a thing that we would like, but we can live without it.**

*To the Teacher:* write the two sentences on the board. Leave them there until the end of the lesson. The pupils say them aloud, all together, three times. Then each pupil says them alone.

## Exercise 1. Answer aloud.

*To the Teacher:* ask each question. The pupils answer aloud. Nobody writes.

1. What is a need? Name four needs.
2. What is a want? Name three wants.
3. Thandi chose the soap and the bread. Why?
4. Which come first, the needs or the wants?
5. Can a bus ride be a need? Can it be a want? Tell how.

## Exercise 2. Need or want?

*To the Teacher:* write the two letters and their meanings on the board. Read the model aloud. Then read each numbered thing aloud two times. The pupils write its number and one letter.

- **N** if it is a need.
- **W** if it is a want.

*Model.* clean water to drink — **N**. Nobody can live without water.

1. a cup of rice for the family's dinner
2. sweets
3. medicine for a sick child
4. soap to wash with
5. a gold ring
6. a roof that keeps the rain out
7. a fourth pair of shoes
8. a pencil and an exercise book for school
9. a cup of tea at the tea stall
10. salt for cooking
11. a blanket for the cold nights
12. a big new radio
13. a bus ride to the hospital
14. a bus ride to a football match
15. a bottle of sweet soda

16. beans for the children's dinner
17. a ticket to see a film
18. a bicycle for a man who rides two hours to work
19. paraffin for the lamp, so that the children can read at night
20. a new dress for a wedding, when you have two good dresses

## Exercise 3. One thing, two people.

*To the Teacher:* read the model aloud. Then read each pair of sentences aloud two times. The pupils write the number, then (a) and one letter, then (b) and one letter.

*Model.* A bicycle. (a) Musa rides two hours every day to sell his salt. (b) Kofi rides around the village for fun. — **(a) N, (b) W.**

1. Shoes. (a) Thandi has no shoes. She walks to the shop every day. (b) Thandi has three good pairs. She sees a new pair at the market.
2. A bus ride. (a) Musa goes to the hospital in town. (b) Kofi goes to town to watch football.
3. A sack of maize. (a) Juma's family has no food in the house. (b) Juma has five full sacks at home.
4. An exercise book. (a) Kofi goes to class, and he has no exercise book. (b) Kofi has two new exercise books at home.
5. A lamp. (a) Fatuma's house has no light at night. (b) Fatuma has two lamps. She sees a bigger lamp.

## Exercise 4. Make a choice.

*To the Teacher:* use the price list on the board. Do the model with the class. Then write each question on the board, or read it aloud two times. The pupils write the sum for the needs. Then they write the money that the person still has. Then they write the answer to the question.

*Model.* Fatuma has $30. She must buy rice and soap. She would also like a loaf of bread. Can she buy it?

> rice $10 + soap $10 = $20
> $30 − $20 = $10. Fatuma still has $10.
> **No.** The bread costs $15. $10 is not enough.

1. Ama has $25. She must buy salt and soap. She would also like a sweet. Can she buy it?
2. Kofi has $30. He must buy an exercise book for class. He would also like a cup of tea and a sweet. Can he buy both?
3. Grace has $40. She must buy rice, beans and bread for dinner. She would also like a bus ride to town. Can she buy it?
4. Musa has $50. He must buy 2 bars of soap and 1 loaf of bread. He would also like a bus ride to town. Can he buy it?
5. Halima has $60. She must buy a pencil and an exercise book for her son. She would also like a bus ride to town. Can she buy it?

## Exercise 5. Write the missing word.

*To the Teacher:* write the five sentences on the board, with a line for each missing word. The pupils copy each sentence and write the missing word.

1. Food and water are _____.
2. Sweets are a _____. We can live without them.
3. Thandi cannot buy both things. She must make a _____.
4. Pay for the _____ first. Then choose the wants.
5. A bicycle can be a need for one person and a _____ for another.

## Exercise 6. Copy in your best handwriting.

The pupils copy the two sentences from the board (*Learn by Heart*). They write each sentence two times.

*To the Teacher:* the pupils use the handwriting from *Learning to Write*, or the joined handwriting from *Cursive* if they know it. Look at every page. Check three things: a capital letter at the start, a full stop at the end, and the spelling.

## After the Lesson

*To the Teacher:* ask each pupil to watch one day at home. What small things does the pupil buy in that day: tea, sweets, a soda, a bus ride? How much does each thing cost? The pupils bring their lists. Lesson 9 begins with them.

## Answers (for the teacher)

**Exercise 1.** 1. A thing that we must have to live and to be well. Food, water, clothes, a place to live, medicine, school (any four). 2. A thing that we would like, but can live without. Any three, for example sweets, a radio, a football. 3. Because they are needs. 4. The needs. 5. Yes. A bus ride to the hospital is a need. A bus ride to a football match is a want.

**Exercise 2.** 1 N · 2 W · 3 N · 4 N · 5 W · 6 N · 7 W · 8 N · 9 W · 10 N · 11 N · 12 W · 13 N · 14 W · 15 W · 16 N · 17 W · 18 N · *19 N* · 20 W*

*Number 18:* the man needs the bicycle for his work, so N. A pupil may say W, because he can walk or take a bus. Accept it with that reason. *Number 19:* the light helps the children with school, so N. Accept W if the pupil says, "They can read in the day." *Number 20:* the person already has good dresses, so W. Accept N only with a strong reason.

**Exercise 3.** 1. (a) N, (b) W · 2. (a) N, (b) W · 3. (a) N, (b) W · 4. (a) N, (b) W · 5. (a) N, (b) W

**Exercise 4.**

1. salt $10 + soap $10 = $20. $25 − $20 = $5. **Yes.** The sweet costs $5. After it, Ama has $0.
2. exercise book $20. $30 − $20 = $10. **No.** Tea and a sweet cost $15. Kofi can buy the tea ($10) or the sweet ($5), not both.
3. rice $10 + beans $10 + bread $15 = $35. $40 − $35 = $5. **No.** The bus ride costs $30.
4. soap $20 + bread $15 = $35. $50 − $35 = $15. **No.** The bus ride costs $30.
5. pencil $5 + exercise book $20 = $25. $60 − $25 = $35. **Yes.** The bus ride costs $30. After it, Halima has $5.

**Exercise 5.** 1. needs · 2. want · 3. choice · 4. needs · 5. want

# Lesson 9. Spending

## To the Teacher

**Get these things ready before the lesson:**

- chalk and the blackboard
- an exercise book, a ruler, and a pen or pencil for each pupil
- the price list from Lesson 8, on one side of the board
- 30 small stones or beans in a cup (for the Talk)

**Time:** about 45 minutes.

**In this lesson the pupils learn four things:**

1. To spend is to pay out money for things. Every expense goes on the OUT side.
2. A small expense every day becomes a big amount in a month.
3. Many people forget their small expenses.
4. Waste is money or things used for nothing useful.

**What you must know before you teach.** Read this part two times. Do not read it to the pupils.

Lesson 7 looked at the IN side of the line. This lesson looks at the OUT side. Each thing that a person pays for is an expense. All the expenses together are the OUT side.

People see their big expenses. A goat costs $500, so the buyer thinks hard about it. People do not see their small expenses. A cup of tea costs only $10. But a cup every day for 30 days costs $300. In this book a month has 30 days, or 4 weeks. (4 weeks are only 28 days, so a real month is a little more than 4 weeks. In a real budget, add a little to every weekly expense.)

Waste is money or things used for nothing useful. Bread that goes bad is waste. A lamp that burns all day in the sun is waste. A want is not always waste. Kofi enjoys his tea, so he gets something for his

money. The danger is different: his small wants leave no money for his needs.

**Kofi's month.** Kofi earns $1,000 a month from Peter. In this lesson he spends all of it. At the end of the month he cannot buy an exercise book for class. Also, $10 is gone, and he cannot remember where. Lesson 10 helps Kofi. Lesson 12 comes back to the lost $10.

## Begin the Page

*To the Teacher:* do this at the start of every lesson. Write the lesson title and the date on the board. Each pupil starts a new page in the exercise book. The pupils write the lesson title at the top and underline it with a ruler. Under it they write the date.

## The Talk

Read the teacher's words (**T**) aloud. Wait for the pupils to answer. Accept any answer with the same meaning.

**T.** Read me your lists. What small things did you buy in one day?
**P.** *(Pupils read:)* A cup of tea. A sweet. A bus ride.

**T.** Kofi earns $1,000 a month. On the first day he has $1,000. On the last day he has nothing. Where is the money?
**P.** He buys things with it.

**T.** Yes. He **spends** it. Every day he buys a cup of tea for $10 and a sweet for $5. How much is that in one day?
**P.** $15.

**T.** Is $15 a big amount or a small amount?
**P.** A small amount.

*Put down one stone for each day. Count the stones with the pupils, up to 30.*

**T.** A month has 30 days. Kofi buys tea on every one of these days. How much does he pay for tea in a month?
**P.** 30 times $10. That is $300.

*Write on the board:*

> tea: 30 × $10 = $300
> sweets: 30 × $5 = $150
> **total: $450**

**T.** A chicken costs $150. How many chickens can Kofi buy with $450?
**P.** Three chickens.

**T.** The tea is an **expense**. The sweets are an expense. A small expense every day becomes a big amount in a month.

*Draw Kofi's IN and OUT line.*

| **Kofi: IN** | **Kofi: OUT** |
|---|---|
| wage $1,000 | food for home $400 |
| | bus rides to town $120 |
| | soap $20 |
| | tea $300 |
| | sweets $150 |
| | ? |

**T.** Add the OUT side. What is the total?
**P.** $990.

**T.** Kofi got $1,000. He can show only $990. Where is the last $10?
**P.** He does not know. He forgot.

**T.** At the end of the month, Kofi needs an exercise book for class. Can he buy it?
**P.** No. He has no money.

**T.** One day Kofi buys a loaf of bread. He forgets it in his bag. It goes bad, and he throws it away. What did he get for his $15?

**P.** Nothing.

**T.** That is **waste**. Is his tea also waste?
**P.** *(Some pupils say yes, some say no.)*

**T.** No. Kofi enjoys his tea. It is a want, not waste. But it leaves no money for his needs.

**If a pupil says, "Kofi is bad":** say, "Kofi is young. He does not see his small expenses. Many grown people do the same. In Lesson 10 Kofi learns a better way."

**If a pupil says, "Food for home is waste, because his mother cooks for him":** say, "No. Kofi pays for food that he eats. He gets something useful."

**If a pupil asks, "Is giving money to a friend waste?":** say, "No. A gift is not waste. But a gift is also an expense. It goes on the OUT side."

## New Words

*To the Teacher:* write the three words on the board. Say each word and its meaning. The pupils copy the words into their exercise books.

| Word | Meaning in this book |
|---|---|
| **spend** | To pay out money for things. |
| **expense** | Money that you spend on one thing. |
| **waste** | Money or things used for nothing useful. |

## Learn by Heart

> **An expense is money that we spend on one thing.**

> **A small expense every day becomes a big amount in a month.**

*To the Teacher:* write the two sentences on the board. Leave them there until the end of the lesson. The pupils say them aloud, all together, three times. Then each pupil says them alone.

## Exercise 1. Answer aloud.

*To the Teacher:* ask each question. The pupils answer aloud. Nobody writes.

1. What does "spend" mean?
2. Kofi buys tea every day. How much does it cost him in a month?
3. Does an expense go on the IN side or the OUT side?
4. Why does a small expense matter?
5. Kofi's bread goes bad. Is that waste? Why?

## Exercise 2. How much in a month?

*To the Teacher:* write the model and the six expenses on the board. Say again: a month has 30 days, or 4 weeks. The pupils write the sum and the answer for each expense.

*Model.* a cup of tea every day, $10 → 30 × $10 = **$300 in a month**

1. a sweet every day, $5
2. a loaf of bread every day, $15
3. an egg every day, $5
4. two sweets every day, $10
5. a bus ride to town every week, $30
6. a bar of soap every week, $10

## Exercise 3. Waste or not?

*To the Teacher:* write the two letters and their meanings on the board. Read the model aloud. Then read each numbered sentence aloud two times. The pupils write its number and one letter.

- **W** if it is waste.
- **N** if it is not waste.

*Model.* Kofi buys bread. It goes bad. He throws it away. — **W**. He gets nothing useful for his money.

1. Ama buys salt and cooks with it.
2. Thandi leaves the lamp burning all day in the sun.
3. Musa buys a shirt. It is too small. He never wears it.
4. Grace buys thread. She mends five dresses with it.
5. Kofi pays for a bus ride. He misses the bus and walks.
6. Fatuma buys rice. The family eats it.
7. Peter leaves his tools out in the rain. They break.
8. Ama buys 30 eggs for a party. Ten eggs go bad.
9. Juma buys medicine for a sick goat. The goat gets well.
10. Kofi buys tea and drinks it with his friends.

## Exercise 4. Build Halima's IN and OUT line.

*To the Teacher:* draw the model on the board and explain it. Then read the six facts about Halima aloud, two times, slowly. The pupils draw Halima's IN and OUT line for one week. They add the OUT side. Under the line they write: "Halima still has $___."

*Model.* Ama sells eggs for $200. She buys salt for $10 and soap for $10.

| Ama: IN | Ama: OUT |
|---|---|
| eggs $200 | salt $10 |
| | soap $10 |
| | **total $20** |

$200 − $20 = $180. Ama still has $180.

The facts for Halima's week:

1. Halima buys food for her family for $300.
2. People pay Halima $600 for the shoes that she mends.
3. She buys 2 bars of soap.
4. She takes the bus to town and back. That is 2 rides.
5. Every day she buys a cup of tea. A week has 7 days.
6. She buys nails and thread for her work. They cost $50.

## Exercise 5. Write the missing word.

*To the Teacher:* write the five sentences on the board, with a line for each missing word. The pupils copy each sentence and write the missing word.

1. Kofi _____ all his money in one month.
2. His tea is an _____. It goes on the OUT side.
3. Bread that goes bad is _____.
4. A small expense every day becomes a big _____ in a month.
5. Every _____ goes on the OUT side.

## Exercise 6. Copy in your best handwriting.

The pupils copy the two sentences from the board (*Learn by Heart*). They write each sentence two times.

*To the Teacher:* the pupils use the handwriting from *Learning to Write*, or the joined handwriting from *Cursive* if they know it. Look at every page. Check three things: a capital letter at the start, a full stop at the end, and the spelling.

## After the Lesson

*To the Teacher:* keep Kofi's IN and OUT line in your own exercise book. You need it in Lesson 10. Ask the pupils to think at home:

"What can Kofi do next month, so that he can buy his exercise book?" Lesson 10 begins with their ideas.

## Answers (for the teacher)

**Exercise 1.** 1. To pay out money for things. 2. $300 (30 × $10). 3. The OUT side. 4. Because every day it comes again. In a month it becomes a big amount. 5. Yes. He gets nothing useful for his money.

**Exercise 2.**

1. 30 × $5 = $150
2. 30 × $15 = $450
3. 30 × $5 = $150
4. 30 × $10 = $300
5. 4 × $30 = $120
6. 4 × $10 = $40

*Numbers 5 and 6:* these are every week, so the sum uses 4 weeks, not 30 days.

**Exercise 3.** 1 N · 2 W · 3 W · 4 N · 5 W · 6 N · 7 W · 8 W · 9 N · 10 N

*Number 2:* the lamp burns paraffin, and the sun already gives light. *Number 7:* waste is also the bad use of things, not only of money. *Number 10:* Kofi enjoys the tea, so it is a want, not waste. A pupil may say W because Kofi has no money for his needs. Praise the thinking, and say that the problem is the amount, not the tea.

**Exercise 4.**

| Halima: IN | Halima: OUT |
|---|---|
| mended shoes $600 | food $300 |
| | soap $20 |
| | bus rides $60 |
| | tea $70 |
| | nails and thread $50 |
| | **total $500** |

$600 − $500 = $100. Halima still has $100.

*How:* soap 2 × $10 = $20. Bus 2 × $30 = $60. Tea 7 × $10 = $70.

**Exercise 5.** 1. spends · 2. expense · 3. waste · 4. amount · 5. expense

# Lesson 10. The Budget

## To the Teacher

**Get these things ready before the lesson:**

- chalk and the blackboard
- an exercise book, a ruler, and a pen or pencil for each pupil
- Kofi's IN and OUT line from Lesson 9, in your own exercise book
- Grace's budget (Exercise 4), written on one side of the board before the pupils come

**Time:** about 50 minutes. If your pupils are slow with sums, teach Exercises 4 and 5 in a second meeting.

**In this lesson the pupils learn four things:**

1. A budget is a plan for the money IN and OUT for one month.
2. We make the budget before the month starts.
3. TOTAL IN take away TOTAL OUT is the money LEFT OVER.
4. When OUT is more than IN, we must make OUT smaller or make IN bigger.

**What you must know before you teach.** Read this part two times. Do not read it to the pupils.

A budget is the IN and OUT line for one month, written before the month starts. It shows what a person plans to get and to spend. It does not show what really happens. Lesson 14 shows how to write what really happens.

From this lesson on, the line has two more parts. At the bottom, write **TOTAL IN** under the IN side and **TOTAL OUT** under the OUT side. Under the line, write **LEFT OVER** = **TOTAL IN** − **TOTAL OUT**.

Make a budget in four steps. 1. On the IN side, write the income for the month. Write only money that is sure to come. 2. On the OUT

side, write the needs first, then the wants. 3. Add each side. 4. Take TOTAL OUT away from TOTAL IN. The answer is the money LEFT OVER.

Sometimes TOTAL OUT is bigger than TOTAL IN. Then the budget does not work. There are only two ways to fix it: make OUT smaller, or make IN bigger. Take out wants first. Then look for ways to pay less for the needs. Borrowing comes in Lesson 18. It does not fix a budget that never works.

The money LEFT OVER can stay for the next month, or for a bad day, or for a large thing. Part Five of this book teaches this. In this lesson, only say "Kofi can keep it."

Some pupils do not wish to tell their income to the class. In Exercise 5 a pupil can write a budget for a made-up person. Never ask a pupil to read out a family's money.

## Begin the Page

*To the Teacher:* do this at the start of every lesson. Write the lesson title and the date on the board. Each pupil starts a new page in the exercise book. The pupils write the lesson title at the top and underline it with a ruler. Under it they write the date.

## The Talk

Read the teacher's words (**T**) aloud. Wait for the pupils to answer. Accept any answer with the same meaning.

**T.** Last month Kofi spent all his money. He had nothing for his exercise book. What are your ideas for Kofi?
**P.** Less tea. Fewer sweets. Buy the exercise book first.

**T.** Good. Kofi says, "Before the month starts, I will write what I will do." That is a **plan**. A plan for the money IN and OUT for one month is a **budget**.

**T.** What comes IN to Kofi next month?
**P.** His wage, $1,000.

**T.** Now the OUT side. What comes first, the needs or the wants?
**P.** The needs.

*Write Kofi's needs on the OUT side: food for home $400, soap $20, exercise book $20.*

**T.** Now the wants. Kofi keeps his tea, but only on 10 days. How much is that? And sweets on 10 days?
**P.** Tea $100. Sweets $50.

*Write them. Then write: bus rides to town, 2 × $30 = $60; a gift for his mother, $50.*

| **Kofi's budget: IN** | **Kofi's budget: OUT** |
|---|---|
| wage $1,000 | food for home $400 |
| | soap $20 |
| | exercise book $20 |
| | tea $100 |
| | sweets $50 |
| | bus rides $60 |
| | gift for his mother $50 |
| **TOTAL IN $1,000** | **TOTAL OUT ?** |

**T.** Add the OUT side. What is TOTAL OUT?
**P.** $700.

**T.** TOTAL IN is $1,000. TOTAL OUT is $700. How much stays with Kofi?
**P.** $300.

*Write under the line:* **LEFT OVER = $1,000 − $700 = $300**

**T.** This is the money **left over**. What can Kofi do with $300?
**P.** He can buy two chickens. He can keep it for next month.

**T.** Both are good. Now look at Grace's budget on the board. TOTAL IN is $1,500. TOTAL OUT is $1,700. What is wrong?
**P.** OUT is more than IN. It is $200 too much.

**T.** What can Grace do?
**P.** She can take out a want. Or she can mend more clothes and get more money.

**T.** Yes. Make OUT smaller, or make IN bigger. A budget must not have more OUT than IN.

**If a pupil says, "I do not know my income for next month":** say, "Write the money that is sure to come. Do not write money that you only hope for."

**If a pupil says, "Kofi must stop all tea":** say, "He can. But a budget can keep a small want. The needs come first, and the budget must work."

**If a pupil says, "Grace can ask a friend for $200":** say, "Then next month she has the same problem. And she must give the money back. We learn about this in Lesson 18."

## New Words

*To the Teacher:* write the three words on the board. Say each word and its meaning. The pupils copy the words into their exercise books.

| Word | Meaning in this book |
|---|---|
| **budget** | A plan for the money IN and the money OUT for one month. |
| **plan** | What you decide to do, before you do it. |
| **left over** | The money that stays after all the OUT. LEFT OVER = TOTAL IN − TOTAL OUT. |

*To the Teacher:* the word **plan** means only "what you decide to do". Do not use it for a drawing of a house.

## Learn by Heart

> **A budget is a plan for the money IN and OUT for one month.**
>
> **TOTAL IN take away TOTAL OUT is the money LEFT OVER.**

*To the Teacher:* write the two sentences on the board. Leave them there until the end of the lesson. The pupils say them aloud, all together, three times. Then each pupil says them alone.

## Exercise 1. Answer aloud.

*To the Teacher:* ask each question. The pupils answer aloud. Nobody writes.

1. What is a budget?
2. When do we make a budget: before the month or after it?
3. On the OUT side, what do we write first?
4. How do we find the money left over?
5. OUT is more than IN. Name two things that a person can do.

## Exercise 2. Find the money LEFT OVER.

*To the Teacher:* write the model and the six questions on the board. The pupils write the sum and the answer. For a question where OUT is more than IN, they write: "OUT is more than IN by $___. Nothing is left over."

*Model.* TOTAL IN $1,000 · TOTAL OUT $700 → $1,000 − $700 = **$300 left over**

1. TOTAL IN $500 · TOTAL OUT $300
2. TOTAL IN $2,000 · TOTAL OUT $1,500
3. TOTAL IN $800 · TOTAL OUT $800
4. TOTAL IN $1,200 · TOTAL OUT $900
5. TOTAL IN $600 · TOTAL OUT $700
6. TOTAL IN $2,000 · TOTAL OUT $1,860

## Exercise 3. Build Thandi's budget.

*To the Teacher:* draw the model on the board and explain it. Then read the seven facts about Thandi aloud, two times, slowly. The pupils draw Thandi's budget for next month. They write the needs first and the want last. They write TOTAL IN, TOTAL OUT and LEFT OVER.

*Model.* Ama plans to sell eggs for $600. She plans to buy food for $300, chicken food for $100 and soap for $20.

| Ama's budget: IN | Ama's budget: OUT |
|---|---|
| eggs $600 | food $300 |
| | chicken food $100 |
| | soap $20 |
| **TOTAL IN $600** | **TOTAL OUT $420** |

LEFT OVER = $600 − $420 = $180

The facts for Thandi's month:

1. Thandi pays $500 for her room.
2. Mr Banda pays her wage of $2,000.
3. She buys food for $800.
4. She would like a new shirt. It costs $100.
5. She sends her mother $300.
6. She takes the bus to town 4 times.
7. She buys 4 bars of soap.

## Exercise 4. Grace's budget does not work.

*To the Teacher:* Grace's budget is already on the board (below). Do the model with the class first. Then the pupils answer the five questions about Grace. In question 5 they draw a new budget.

*Model.* Kofi's week. TOTAL IN $250. OUT: food $100, tea $70, bus rides $60, sweets $35.

> TOTAL OUT = $100 + $70 + $60 + $35 = $265
> $265 − $250 = $15. OUT is more than IN by $15.
> Kofi takes out the sweets. New TOTAL OUT = $230.
> **LEFT OVER = $250 − $230 = $20**

| **Grace's budget: IN** | **Grace's budget: OUT** |
|---|---|
| mending clothes $1,500 | food $800 |
| | her room $300 |
| | soap $40 |
| | school things for her son $200 |
| | bus rides $120 |
| | a new dress $240 |
| **TOTAL IN $1,500** | **TOTAL OUT ?** |

1. What is Grace's TOTAL OUT?
2. OUT is more than IN. By how much?
3. Which thing on the OUT side is a want?
4. Grace takes out the want. What is her new TOTAL OUT?
5. Draw Grace's new budget. Write the money LEFT OVER.

## Exercise 5. Make a budget.

*To the Teacher:* the pupils make a budget for one month. They can make it for themselves, or for a made-up person. They give the person a name. Show Kofi's budget from the Talk again as the model. Walk around and help. Check four things: the needs come first, the two totals are right, LEFT OVER is right, and OUT is not more than IN.

*Model.* Kofi's budget from the Talk: TOTAL IN $1,000 · TOTAL OUT $700 · LEFT OVER $300.

## Exercise 6. Copy in your best handwriting.

The pupils copy the two sentences from the board (*Learn by Heart*). They write each sentence two times.

*To the Teacher:* the pupils use the handwriting from *Learning to Write*, or the joined handwriting from *Cursive* if they know it. Look at every page. Check three things: a capital letter at the start, a full stop at the end, and the spelling.

## After the Lesson

*To the Teacher:* the next lesson (Lesson 11) is a review of Part Two. Ask each pupil to keep the budget from Exercise 5. At the end of the month, the pupil looks at it again and asks: "Did my month go as I planned?" Do not ask the pupils to show their real money to the class.

## Answers (for the teacher)

**Exercise 1.** 1. A plan for the money IN and OUT for one month. 2. Before the month. 3. The needs. 4. TOTAL IN take away TOTAL OUT. 5. Make OUT smaller. Make IN bigger.

**Exercise 2.**

1. $500 − $300 = $200 left over
2. $2,000 − $1,500 = $500 left over
3. $800 − $800 = $0 left over
4. $1,200 − $900 = $300 left over
5. OUT is more than IN by $100. Nothing is left over.
6. $2,000 − $1,860 = $140 left over

*Number 3:* the budget works, but nothing is left over. *Number 5:* the budget does not work. The person must make OUT smaller or IN bigger.

**Exercise 3.**

| **Thandi's budget: IN** | **Thandi's budget: OUT** |
|---|---|
| wage $2,000 | her room $500 |
| | food $800 |
| | soap $40 |
| | bus rides $120 |
| | to her mother $300 |
| | a new shirt $100 |
| **TOTAL IN $2,000** | **TOTAL OUT $1,860** |

LEFT OVER = $2,000 − $1,860 = $140

*How:* bus 4 × $30 = $120. Soap 4 × $10 = $40. The shirt is the want, so it comes last. The order of the needs can differ. Accept any order with the shirt last.

**Exercise 4.**

1. 800 + 300 + 40 + 200 + 120 + 240 = $1,700
2. $1,700 − $1,500 = $200
3. The new dress.
4. $1,700 − $240 = $1,460
5. The new budget is the same as the old one, without the dress. TOTAL IN $1,500 · TOTAL OUT $1,460 · LEFT OVER = $1,500 − $1,460 = $40.

*To the Teacher:* a pupil may also take out one bus ride ($30) or more. Accept any new budget where the sums are right and OUT is not more than IN.

**Exercise 5.** No fixed answer. Check the four things in the *To the Teacher* line.

# Lesson 11. Review: Money In, Money Out (Lessons 7 to 10)

## To the Teacher

**Get these things ready before the lesson:**

- the price list of Lesson 8, written on one side of the board before the pupils come
- chalk and the blackboard
- each pupil's exercise book, with all the work of Lessons 7 to 10
- a ruler, and a pen or pencil, for each pupil
- each pupil's budget from Lesson 10, Exercise 5

**Time:** two meetings of about 40 minutes. In the first meeting, do the Review Questions and Exercises 1 and 2. In the second meeting, do Exercises 3 to 5.

**What this review checks.** The pupils learn no new words in this lesson. They use again the words and the skills of Part Two:

1. Earning; a wage by the day, the week or the month; the employer; income (Lesson 7).
2. Needs and wants; a choice; the needs come first (Lesson 8).
3. Spending; expenses; small expenses add up in a month; waste (Lesson 9).
4. The budget: TOTAL IN, TOTAL OUT and LEFT OVER; what to do when OUT is more than IN (Lesson 10).

Write the thirteen words of Part Two on one side of the board. Leave them there for both meetings:

> earn · wage · income · employer · need · want · choice · spend · expense · waste · budget · plan · left over

Remember the numbers of this book. A month has 30 days, or 4 weeks. Thandi's wage is $2,000 a month. Kofi's wage is $1,000 a month. Juma pays $100 for a day of work in his field.

Some pupils looked again at their own budget at the end of the month. Ask, "Did your month go as you planned?" Let a pupil answer if he or she wishes. Never ask a pupil to read out a family's money.

**If many pupils get a question wrong.** Do not go on to Lesson 12 at once. Teach the part again, from the lesson below. Then give two or three new items of the same kind.

| Wrong answers in ... | Teach again ... |
|---|---|
| Exercise 2, numbers 1 to 3; test items 1 to 3 | Lesson 7, the Talk and Exercise 4 (income and earning) |
| Exercise 1, needs and wants; test items 4 to 6 | Lesson 8, Exercises 2 and 4 |
| Exercise 1, waste; Exercise 2, numbers 4 to 6; test items 7 and 8 | Lesson 9, Exercises 2 and 3 |
| Exercise 3; test items 9 and 10 | Lesson 10, the Talk and Exercises 2 and 3 |

## Begin the Page

*To the Teacher:* do this at the start of every lesson. Write the lesson title and the date on the board. Each pupil starts a new page in the exercise book. The pupils write the lesson title at the top and underline it with a ruler. Under it they write the date.

## Review Questions

*To the Teacher:* ask each question. The pupils answer aloud with a full sentence. Nobody writes. The number in brackets tells you the

lesson. If nobody can answer, read the Learn by Heart sentences of that lesson again.

1. What does "earn" mean? (Lesson 7)
2. What is a wage? Who pays it? (Lesson 7)
3. An employer can pay a wage in three ways. Name them. (Lesson 7)
4. What is income? Is a gift income? (Lesson 7)
5. Ama has no employer. How does she earn money? (Lesson 7)
6. What is a need? Name three needs. (Lesson 8)
7. What is a want? Is a want bad? (Lesson 8)
8. Thandi cannot buy both things. What must she make? (Lesson 8)
9. Which come first, the needs or the wants? (Lesson 8)
10. What does "spend" mean? What is an expense? (Lesson 9)
11. Kofi buys a cup of tea every day. What does it cost him in a month? (Lesson 9)
12. What is waste? Give one example. (Lesson 9)
13. What is a budget? Do we make it before the month or after it? (Lesson 10)
14. How do we find the money left over? (Lesson 10)
15. OUT is more than IN. Name two things that a person can do. (Lesson 10)

## Exercise 1. Need, want or waste?

*To the Teacher:* write the three letters and their meanings on the board. Read the model aloud. Then read each numbered thing aloud two times. After each one, the pupils write its number and one letter in their exercise books.

- **N** if it is a need.
- **W** if it is a want.
- **X** if it is waste.

*Model.* bread that goes bad in Kofi's bag — **X**. Kofi gets nothing useful for his money.

1. medicine for a sick child
2. a bottle of sweet soda
3. a lamp that burns all day in the sun
4. salt for cooking
5. a ticket to a football match
6. rice for the family's dinner
7. a shirt that is too small, and nobody wears it
8. a gold ring
9. a blanket for the cold nights
10. a big new radio
11. a bus ride that Kofi pays for, but he misses the bus
12. soap to wash with

## Exercise 2. How much?

*To the Teacher:* write the model and the six questions on the board. Say again: a month has 30 days, or 4 weeks. The pupils write the sum and the answer for each question.

*Model.* Juma pays $100 a day. Amina works 5 days. How much does she earn? → 5 × $100 = **$500**

1. Juma pays $100 a day. A man works 7 days. How much does he earn?
2. Kofi earns $1,000 a month. How much does he earn in 2 months?
3. Thandi's wage is $2,000. Her brother gives her $100. What is her income?
4. Kofi buys a sweet every day. A sweet costs $5. How much does he spend in a month?
5. Halima buys a cup of tea every day. Tea costs $10. How much does she spend in a week of 7 days?

6. Grace takes the bus to town every week. A ride costs $30. How much does she spend in a month?

## Exercise 3. Build Halima's budget.

*To the Teacher:* draw the model on the board and explain it. Then read the eight facts about Halima aloud, two times, slowly. The facts are in a jumble. The pupils draw Halima's budget for next month. They write the needs first and the want last. They write TOTAL IN, TOTAL OUT and LEFT OVER. Then they answer the question under the budget.

*Model.* Kofi's budget from Lesson 10. Write only its first lines and its totals:

| **Kofi's budget: IN** | **Kofi's budget: OUT** |
|---|---|
| wage $1,000 | food for home $400 |
| | soap $20 |
| | … |
| **TOTAL IN $1,000** | **TOTAL OUT $700** |

LEFT OVER = $1,000 − $700 = $300

The facts for Halima's month:

1. She would like a new radio. It costs $300.
2. She plans to mend shoes for $2,400.
3. She buys food for her family for $1,200.
4. Her cousin says, "Maybe I will give you $100."
5. She buys nails and thread for her work for $200.
6. She pays $300 for her room.
7. She buys 8 bars of soap.
8. She takes the bus to town 4 times.

Under the budget, the pupils answer: Which fact is not in the budget? Why?

*To the Teacher:* if the pupils are slow, say: "Look again at fact 4. Is that money sure to come?"

## Exercise 4. A short test.

*To the Teacher:* write the ten items on the board. Do not help the pupils. Each pupil writes the number of each item and the answer in the exercise book. Collect the books, or walk round and look. Give one mark for each right answer. Write the marks out of 10 at the bottom of the page.

1. Thandi works in Mr Banda's shop. Who is her employer?
2. Ama sells eggs for $300. Her sister gives her $50. What is Ama's income?
3. In item 2, how much does Ama earn?
4. Write N or W: a roof that keeps the rain out.
5. Write N or W: sweets.
6. Ama has $20. She must buy rice. She would like bread too. Can she buy both?
7. A sweet costs $5. Kofi buys one every day for 30 days. What does he spend?
8. Kofi's bread goes bad. He throws it away. Is it waste?
9. TOTAL IN $900. TOTAL OUT $600. How much is left over?
10. TOTAL IN $500. TOTAL OUT $650. Does the budget work?

*To the Teacher:* for item 6, the pupils use the price list on the board.

## Exercise 5. Copy in your best handwriting.

*To the Teacher:* write these four sentences on the board. They are Learn by Heart sentences from Part Two. The pupils say them aloud, all together, one time. Then they copy each sentence two times.

> **Income is all the money that comes IN to a person, to keep.**
>
> **A need is a thing that we must have to live and to be well.**
>
> **A small expense every day becomes a big amount in a month.**
>
> **A budget is a plan for the money IN and OUT for one month.**

*To the Teacher:* the pupils use the handwriting from *Learning to Write*, or the joined handwriting from *Cursive* if they know it. Look at every page. Check three things: a capital letter at the start, a full stop at the end, and the spelling.

## After the Lesson

*To the Teacher:* look at the marks of the short test. Teach again any part that many pupils got wrong (see "If many pupils get a question wrong").

Lesson 12 begins Part Three, "Keeping a record". Before it, find a paper with a day and a month on it. A letter, a school paper or a calendar is good. Ask each pupil to think: "What did I spend money on, on this day last week?" Lesson 12 begins with this question.

## Answers (for the teacher)

**Review Questions.** 1. To get money for your work. · 2. The money that an employer pays for work. The employer pays it. · 3. By the day, by the week, by the month. · 4. All the money that comes IN to a person, to keep. Yes, a gift is income, but the person does not earn it. A loan is not income. · 5. She sells eggs. People pay her for them. · 6. A thing that we must have to live and to be well. Any three: food, water, clothes, a place to live, medicine, school. · 7. A thing that we would like, but we can live without it. No, a want is not bad. But the needs come first. · 8. A choice. · 9. The needs. · 10. To pay out money

for things. An expense is money that you spend on one thing. · 11. $300 (30 × $10). · 12. Money or a thing used for nothing useful. For example, bread that goes bad. · 13. A plan for the money IN and OUT for one month. Before the month. · 14. TOTAL IN take away TOTAL OUT. · 15. Make OUT smaller. Make IN bigger.

**Exercise 1.** 1 N · 2 W · 3 X · 4 N · 5 W · 6 N · 7 X · 8 W · 9 N · 10 W · 11 X · 12 N

*Numbers 2, 5, 8 and 10:* these are wants, not waste. The person enjoys them and gets something for the money. *Numbers 3, 7 and 11:* the money or the thing gives nothing useful. That is waste.

**Exercise 2.**

1. 7 × $100 = $700. He earns $700.
2. 2 × $1,000 = $2,000.
3. $2,000 + $100 = $2,100. Her income is $2,100.
4. 30 × $5 = $150.
5. 7 × $10 = $70.
6. 4 × $30 = $120.

*Number 3:* the gift is income, but Thandi does not earn it. She earns $2,000. *Number 6:* every week, so the sum uses 4 weeks, not 30 days.

**Exercise 3.**

| Halima's budget: IN | Halima's budget: OUT |
|---|---|
| mending shoes $2,400 | food $1,200 |
| | her room $300 |
| | nails and thread $200 |
| | soap $80 |
| | bus rides $120 |
| | a new radio $300 |
| **TOTAL IN $2,400** | **TOTAL OUT $2,200** |

LEFT OVER = $2,400 − $2,200 = $200

*How:* soap 8 × $10 = $80. Bus 4 × $30 = $120. TOTAL OUT: 1,200 + 300 + 200 + 80 + 120 + 300 = 2,200. The radio is the want, so it comes last. Accept the needs in any order.

Fact 4 is not in the budget. The $100 is not sure to come. A budget has only money that is sure to come.

*These numbers agree with Lesson 9:* there Halima got $600 a week for mending shoes, so 4 weeks give $2,400. Her food was $300 a week, so $1,200 a month.

**Exercise 4.** One mark for each item.

1. Mr Banda
2. $350
3. $300
4. N
5. W
6. No. Rice is $10. Only $10 is left, and bread is $15.
7. $150
8. Yes
9. $300

10. No. OUT is more than IN by $150. (Accept "No" alone.)

# Part Three. Keeping a Record

# Lesson 12. Why We Write It Down

## To the Teacher

**Get these things ready before the lesson:**

- any paper with a date on it (a letter, a school paper, a calendar), if you have one
- chalk and the blackboard
- an exercise book, a ruler, and a pen or pencil for each pupil

**Time:** about 45 minutes.

**In this lesson the pupils learn four things:**

1. Our memory forgets amounts of money, most of all small amounts.
2. A record is words and numbers that we write down, so that we can read them later.
3. A good record answers four questions: When? Who? What? How much?
4. A record can be proof. It shows who paid, how much, and when.

**What you must know before you teach.** Read this part two times. Do not read it to the pupils.

Try this yourself. Say what you spent on this day last week. Most people cannot do it. Memory keeps big things, but it loses small amounts quickly.

A record is words and numbers that we write down. The budget in Lesson 10 is written before the month. A record is written after a thing happens. It shows what really happened.

Every record must have a date: the day, the month and the year. The pupils write the date in the way that people write it in your country. In this book, dates look like this: 3 May 2026.

A record can be proof. Two people may not agree about a payment.

Then a written record, with a date, shows what is true. A record is strongest when the other person also sees it. Lesson 13 teaches this.

A person who cannot write can still keep a record. A person whom they trust can write it for them. A short record is better than no record.

## Begin the Page

*To the Teacher:* do this at the start of every lesson. Write the lesson title and the date on the board. Each pupil starts a new page in the exercise book. The pupils write the lesson title at the top and underline it with a ruler. Under it they write the date.

## The Talk

Read the teacher's words (**T**) aloud. Wait for the pupils to answer. Accept any answer with the same meaning.

**T.** What did you eat yesterday?
**P.** *(Pupils answer:)* I ate rice and beans.

**T.** What did you eat on this day last week?
**P.** I do not know. I forget.

**T.** How much money did you spend on this day last week?
**P.** I do not know.

**T.** Yes. Our memory forgets. It forgets small amounts most of all.

**T.** Kofi spent a little money every day. At the end of the month, he had nothing. Where did his money go?
**P.** He does not know. He forgets.

**T.** What can Kofi do next month?
**P.** He can write it down.

**T.** Yes. Words and numbers that we write down are a **record**.

**T.** Last month Kofi lost $10. He does not know where it went. A record shows every expense. Did Kofi keep a record?
**P.** No. With a record, he can see where the $10 went.

*Write on the board:* **3 May 2026. Kofi bought 1 loaf of bread for $15.**

**T.** Read it with me. When did Kofi buy the bread?
**P.** On 3 May 2026.

**T.** The day, the month and the year make the **date**. Who bought the bread?
**P.** Kofi.

**T.** What did he buy? How much did he pay?
**P.** He bought one loaf of bread. He paid $15.

*Write on the board:* **WHEN? WHO? WHAT? HOW MUCH?**

**T.** A good record answers these four questions. Now listen to a story. Grace mends a dress for Zainab. Zainab pays Grace $20.

**T.** One month later, Grace says, "You did not pay me." Zainab says, "I paid you!" Who is right?
**P.** We do not know.

**T.** Then Grace looks in her book. It says, "3 May 2026. Zainab paid $20 for the dress." What do they know now?
**P.** Zainab paid. Grace forgot.

**T.** Yes. The record shows what is true. It is **proof**. How does the date help?
**P.** It shows when Zainab paid.

**If a pupil says, "I remember everything":** say, "Try it. Write down what you spend for one week. Then try to say it without the paper."

**If a pupil says, "I cannot write well":** say, "Write the numbers and one or two words. Or ask a person whom you trust to write for you."

**If a pupil says, "A person can write something false":** say, "Yes. So the best record is one that both people see. Lesson 13 shows how."

## New Words

*To the Teacher:* write the three words on the board. Say each word and its meaning. The pupils copy the words into their exercise books.

| Word | Meaning in this book |
|---|---|
| **record** | Words and numbers that we write down, so that we can read them later. |
| **date** | The day, the month and the year. Example: 3 May 2026. |
| **proof** | A thing that shows what is true. |

*To the Teacher:* in this book **record** is always a thing (a noun). For the action, say "write it down".

## Learn by Heart

> **Memory forgets. A record does not forget.**
>
> **A good record tells when, who, what and how much.**

*To the Teacher:* write the two sentences on the board. Leave them on the board until the end of the lesson. The pupils say them aloud, all together, three times. Then each pupil says them alone.

## Exercise 1. Answer aloud.

*To the Teacher:* ask each question. The pupils answer aloud. Nobody writes.

1. Why do we write money down?

2. What is a record?
3. Which four questions does a good record answer?
4. What is a date? Say today's date.
5. How did the record help Grace and Zainab?

## Exercise 2. Write the date.

*To the Teacher:* write the model on the board. Read each date aloud two times. The pupils write each date in their exercise books, in the way that people write it in your country.

*Model.* You hear: "the third day of May, two thousand and twenty-six." You write: **3 May 2026**

1. the fifth day of May, 2026
2. the twelfth day of June, 2026
3. the twentieth day of March, 2026
4. the thirty-first day of December, 2026
5. the first day of January, 2026
6. today

## Exercise 3. Is it a record?

*To the Teacher:* write the two letters and their meanings on the board. Read the model aloud. Then read each numbered sentence aloud two times. The pupils write the number and one letter.

- **R** if it is a record.
- **X** if it is not a record.

*Model.* Ama writes in her book: "4 May 2026. Sold 6 eggs, $30." — **R**. It is written down.

1. Musa sells salt. He tries to remember the amount.
2. Thandi writes her wage and the date in her book.
3. Kofi tells his friend about his money.
4. Peter writes on the wall of his house: "5 May. Sold 2 chairs."

5. Grace thinks about the money in her box.
6. Halima writes the names of the people who paid her, and the amounts.
7. Juma counts his goats. He says the number aloud.
8. Juma counts his goats. He writes the number and the date on a paper.
9. An old man cannot write. His daughter writes his money in a book for him.
10. Musa and a buyer agree on a price. They shake hands.

## Exercise 4. What is missing?

*To the Teacher:* write the four questions on the board: WHEN? WHO? WHAT? HOW MUCH? Then write the model and the five records. The pupils write the number of each record and the missing question.

*Model.* Musa sold 2 cups of salt for $20. → **WHEN?** There is no date.

1. 6 May 2026. Ama sold 4 eggs.
2. 7 May 2026. Bought 1 bar of soap for $10.
3. 8 May 2026. Kofi paid $30.
4. Fatuma paid Halima $15 for mended shoes.
5. Bought 1 cup of beans for $10.

## Exercise 5. Put the facts in order. Write the record.

*To the Teacher:* write the model and the four groups on the board. The pupils start each record with the date. Then they write one sentence.

*Model.* $20 · Zainab paid Grace · 3 May 2026 · for a mended dress → **3 May 2026. Zainab paid Grace $20 for a mended dress.**

1. 6 eggs · 4 May 2026 · Ama sold · to Musa · for $30
2. for $30 · 8 May 2026 · 2 loaves of bread · Thandi bought

3. $30 · Musa paid · 9 May 2026 · for a bus ride to town
4. $15 · for mended shoes · 12 May 2026 · Kofi paid Halima

## Exercise 6. Copy in your best handwriting.

The pupils copy the two sentences from the board (*Learn by Heart*). They write each sentence two times.

*To the Teacher:* the pupils use the handwriting from *Learning to Write*, or the joined handwriting from *Cursive* if they know it. Look at every page. Look for three things: a capital letter at the start, a full stop at the end, and the spelling.

## After the Lesson

*To the Teacher:* ask each pupil to bring a receipt, if they have one. It can come from a shop, a school or a clinic. A payment message on a telephone is good too. Lesson 13 is about this kind of paper. Also ask each pupil to write one record at home: one thing that they buy, with the date.

## Answers (for the teacher)

**Exercise 1.**

1. Because our memory forgets, most of all small amounts.
2. Words and numbers that we write down, so that we can read them later.
3. When? Who? What? How much?
4. The day, the month and the year. (Today's date: accept the correct date.)
5. It showed that Zainab paid. It was proof.

**Exercise 2.**

1. 5 May 2026
2. 12 June 2026

3. 20 March 2026
4. 31 December 2026
5. 1 January 2026
6. Today's date.

Accept each date in the way that your country writes it. The answers above are in the form of this book.

**Exercise 3.**

1. X — nothing is written.
2. R
3. X — telling is not writing.
4. R — it is a poor record, because it has no year and no amount. But it is written, so it is a record.
5. X
6. R — it has no dates, so it is not a good record. But it is a record.
7. X
8. R
9. R — another person can write a record for you.
10. X — nothing is written.

**Exercise 4.**

1. HOW MUCH?
2. WHO?
3. WHAT?
4. WHEN?
5. WHEN? and WHO? — two things are missing. Accept either one; praise a pupil who finds both.

**Exercise 5.** Accept any clear order of the words after the date.

1. 4 May 2026. Ama sold 6 eggs to Musa for $30.
2. 8 May 2026. Thandi bought 2 loaves of bread for $30.
3. 9 May 2026. Musa paid $30 for a bus ride to town.

4. 12 May 2026. Kofi paid Halima $15 for mended shoes.

# Lesson 13. The Receipt

## To the Teacher

**Get these things ready before the lesson:**

- one or two real receipts from a shop, a school or a clinic, if you can find them, or a payment message on a telephone
- the receipt below, drawn on the board before the pupils come (it takes time to draw)
- chalk and the blackboard
- an exercise book, a ruler, and a pen or pencil for each pupil

**Time:** about 45 minutes.

**In this lesson the pupils learn four things:**

1. A receipt is a record of one payment. It can be written by hand, printed by a machine, or sent to a telephone.
2. The person who gets the money writes the receipt. The person who pays keeps it.
3. A receipt shows the date, from whom, to whom, for what, the amount, and a signature.
4. The writer keeps a copy.

**What you must know before you teach.** Read this part two times. Do not read it to the pupils.

A receipt is a record of one payment. The person who gets the money writes it. That person gives it to the person who pays. The payer keeps it as proof.

Today most receipts are printed by a machine in a shop. Some are electronic: a message or a file on your telephone. A hand-written receipt is still common at the market, for rent, and for work. In this lesson the pupils write receipts by hand. Then they know every part of a receipt. A printed or electronic receipt has the same parts.

We write the amount two times, in numbers and in words. A number is easy to alter. One more 0 turns $20 into $200. Words are much harder to alter.

After the words, draw a line to the end of the space, so that nobody can add a word. On a real receipt, write the name of the money after the number word: "twenty dollars". In this book we write only the number word: "twenty".

A signature is a person's name, written by that person's own hand. Another person cannot easily write it in the same way. A person who cannot write can make a mark, such as a cross. Then a second person writes the name beside it, and adds a signature too.

The writer keeps a copy. Many shops that have no electricity use a receipt book with a thin black paper between the pages. It makes the copy at the same time. Without that paper, the writer writes the receipt two times. Or an electric cash register prints two receipts: the shopkeeper keeps one, and the buyer gets the other. An electronic receipt works in the same way. The seller and the buyer each get a copy.

Ask for a receipt when you pay school fees, the money for a room, or any big amount. Keep all your receipts in one dry box.

**The receipt.** Draw it on the board like this. Leave it there for the whole lesson.

| RECEIPT | |
|---|---|
| **Date** | 3 May 2026 |
| **From** | Zainab |
| **To** | Grace |
| **For** | mending a dress |
| **Amount in numbers** | $20 |
| **Amount in words** | twenty ———— |
| **Signature** | *Grace* |

"From" is the person who pays. "To" is the person who gets the money. That person writes the receipt and the signature.

## Begin the Page

*To the Teacher:* do this at the start of every lesson. Write the lesson title and the date on the board. Each pupil starts a new page in the exercise book. The pupils write the lesson title at the top and underline it with a ruler. Under it they write the date.

## The Talk

Read the teacher's words (**T**) aloud. Wait for the pupils to answer. Accept any answer with the same meaning.

*Ask the pupils to show the papers that they brought.*

**T.** Who brought a paper from a shop, a school or a clinic? What does it show?
**P.** It shows that I paid. It shows the amount.

**T.** Look at this receipt from a shop. Did a person write it by hand?
**P.** No. A machine printed it.

**T.** Yes. Most shops print receipts. After a payment by telephone, the receipt often comes as a message. Keep that message. It is a receipt too.

**T.** Remember Grace and Zainab. Zainab paid $20. Later, Grace forgot. How can Zainab show that she paid?
**P.** With a written paper.

**T.** Yes. Grace writes a paper for Zainab. It shows that Zainab paid. This paper is a **receipt**.

*Point to the receipt on the board. Read each line aloud.*

**T.** Who pays the money?
**P.** Zainab. Her name is next to "From".

**T.** Who gets the money? Who writes the receipt?
**P.** Grace. Her name is next to "To".

**T.** Yes. The person who gets the money writes the receipt. Who keeps the receipt?
**P.** Zainab. It is proof that she paid.

**T.** Look at the amount. It is in numbers and in words. Why?

*Write* **$20** *on the board. Then add one more 0:* **$200**.

**T.** What happened?
**P.** $20 is now $200.

**T.** Can a person add a 0 to the word "twenty"?
**P.** No.

**T.** So we write the amount in words too.

**T.** Now look at the last line. Grace writes her name in her own way. This is her **signature**. Why does she write it?
**P.** It shows that Grace wrote the receipt.

**T.** Grace writes the same receipt a second time, and she keeps it. This is a **copy**. Why does Grace keep a copy?
**P.** It is her record of the money that came to her.

**If a pupil says, "The shop does not give me a receipt":** say, "Ask for one. Say, 'Please write me a receipt.' For a big amount, always ask."

**If a pupil says, "I cannot write my name":** say, "Make a cross. Ask another person to write your name beside it. Then learn to write your name. It is a good thing to learn first."

**If a pupil says, "I can write my own receipt":** say, "No. The person who gets the money writes it. A paper that you write for yourself is not proof."

## New Words

*To the Teacher:* write the three words on the board. Say each word and its meaning. The pupils copy the words into their exercise books.

| Word | Meaning in this book |
|---|---|
| **receipt** | A record of one payment. The person who gets the money writes it, or a machine prints it. |
| **signature** | Your name, written by your own hand, in your own way. |
| **copy** | The same words and numbers, written a second time. To copy is to write them a second time. |

*To the Teacher:* in this book, never say "sign the receipt". Say "write your signature". The word **sign** keeps its one meaning: a mark that stands for something.

## Learn by Heart

> **A receipt is proof that a person paid money.**
>
> **The person who gets the money writes the receipt.**

*To the Teacher:* write the two sentences on the board. The pupils say them aloud, all together, three times. Then each pupil says them alone.

## Exercise 1. Answer aloud.

*To the Teacher:* ask each question. The pupils answer aloud. Nobody writes.

1. What is a receipt?
2. Who writes the receipt? Who keeps it?
3. Name the six things on a receipt.
4. Why do we write the amount in numbers and in words?
5. What is a signature?
6. Why does the writer keep a copy?

## Exercise 2. Read the receipt. Answer the questions.

*To the Teacher:* draw this receipt on the board. Read the model aloud. Then read each question aloud two times. The pupils write a short answer in their exercise books.

| **RECEIPT** | |
|---|---|
| **Date** | 14 May 2026 |
| **From** | Thandi |
| **To** | Musa |
| **For** | 3 cups of salt |
| **Amount in numbers** | $30 |
| **Amount in words** | thirty ———— |
| **Signature** | *Musa* |

*Model.* Who paid? → **Thandi paid.**

1. Who got the money?
2. How much did Thandi pay?
3. What did she pay for?
4. When did she pay?
5. Who wrote the receipt?
6. Who keeps the receipt? Who keeps the copy?

## Exercise 3. Do the numbers and the words agree?

*To the Teacher:* write the model and the eight amounts on the board. The pupils write the number and **Yes** or **No**.

*Model.* $30 — thirty → **Yes.**

1. $15 — fifteen
2. $50 — fifteen
3. $100 — one hundred
4. $40 — fourteen
5. $150 — one hundred and fifty
6. $500 — fifty
7. $25 — twenty-five
8. $200 — twenty

## Exercise 4. What is wrong with the receipt?

*To the Teacher:* draw the four receipts on the board, side by side, as below. Each receipt has one thing wrong. The pupils write the letter of each receipt and what is wrong.

*Model.* Date: 13 May 2026 · From: Peter · To: Musa · For: (nothing) · $10 · ten · Signature: *Musa* → **It does not say what Peter paid for.**

| | A | B | C | D |
|---|---|---|---|---|
| **Date** | 15 May 2026 | | 16 May 2026 | 17 May 2026 |
| **From** | Kofi | Fatuma | Musa | Thandi |
| **To** | Halima | Ama | Ama | Grace |
| **For** | mending shoes | 6 eggs | 1 chicken | mending a shirt |
| **Numbers** | $15 | $30 | $150 | $20 |
| **Words** | fifteen | thirty | fifteen | twenty |
| **Signature** | | *Ama* | *Ama* | *Thandi* |

## Exercise 5. Put the facts in order. Write the receipt.

*To the Teacher:* write the model and the three groups on the board. The pupils draw the receipt and fill it in.

On the Signature line, they write the name of the person who gets the money. Then they write a copy of receipt 1, with the word COPY above it. Receipt 3 is for pupils who finish early.

*Model.* $20 · Grace · for mending a dress · Zainab paid · 3 May 2026 → **the first receipt of this lesson.**

1. for 4 eggs · $20 · Ama · 15 May 2026 · Thandi paid
2. Halima · for mending shoes · 18 May 2026 · $15 · Kofi paid
3. $500 · Peter paid · for 1 goat · Juma · 20 May 2026

## Exercise 6. Copy in your best handwriting.

The pupils copy the two sentences from the board (*Learn by Heart*). They write each sentence two times.

*To the Teacher:* the pupils use the handwriting from *Learning to Write*, or the joined handwriting from *Cursive* if they know it. Look

at every page. Look for three things: a capital letter at the start, a full stop at the end, and the spelling.

## After the Lesson

*To the Teacher:* ask each pupil to keep a record for the next three days. Each day, they write all the money that comes to them and goes from them, with the date. A pupil with no money on a day writes the date and "no money". They bring the record to Lesson 14.

## Answers (for the teacher)

**Exercise 1.**

1. A record of one payment. It shows that a person paid money.
2. The person who gets the money writes it. The person who pays keeps it.
3. The date, from whom, to whom, for what, the amount in numbers and in words, the signature.
4. A number is easy to alter. Words are hard to alter.
5. Your name, written by your own hand, in your own way.
6. It is the writer's record of the money that came in.

**Exercise 2.**

1. Musa got the money.
2. She paid $30.
3. She paid for 3 cups of salt.
4. She paid on 14 May 2026.
5. Musa wrote it. (He got the money.)
6. Thandi keeps the receipt. Musa keeps the copy.

**Exercise 3.**

1. Yes
2. No

3. Yes
4. No
5. Yes
6. No
7. Yes
8. No — a person added a 0 to the number, or forgot a word.

**Exercise 4.**

- A. There is no signature.
- B. There is no date.
- C. The number and the words do not agree. ($150 is "one hundred and fifty".)
- D. The wrong person wrote the signature. Grace got the money, so Grace writes the signature.

**Exercise 5.**

| **RECEIPT** | **1** | **2** | **3** |
|---|---|---|---|
| **Date** | 15 May 2026 | 18 May 2026 | 20 May 2026 |
| **From** | Thandi | Kofi | Peter |
| **To** | Ama | Halima | Juma |
| **For** | 4 eggs | mending shoes | 1 goat |
| **Amount in numbers** | $20 | $15 | $500 |
| **Amount in words** | twenty _____ | fifteen _____ | five hundred _____ |
| **Signature** | *Ama* | *Halima* | *Juma* |

The copy of receipt 1 has the word COPY above it. Every word and number is the same as in receipt 1.

# Lesson 14. The Cash Book

## To the Teacher

**Get these things ready before the lesson:**

- a small tin or box with some coins in it, if you have them
- the five column names drawn on the board before the pupils come: DATE · WHAT · IN · OUT · BALANCE
- chalk and the blackboard
- an exercise book, a ruler, and a pen or pencil for each pupil

**Time:** about 45 minutes, or two short meetings. Exercise 4 takes time.

**In this lesson the pupils learn four things:**

1. Coins and notes are cash.
2. The IN and OUT line grows into a cash book, with five columns.
3. After each line of the cash book, we work out the balance.
4. To write one week of a cash book.

**What you must know before you teach.** Read this part two times. Do not read it to the pupils.

The cash book is the IN and OUT line with three more columns: DATE, WHAT and BALANCE. Each payment has its own line. The balance is the cash that the person has after that line.

On the first line, write the cash at the start. Count it first. Write it only in the BALANCE column, because it did not come in this week. Then, on each line, add the IN amount or take away the OUT amount.

At the end of the week, add up the IN column and the OUT column. These are the TOTAL IN and the TOTAL OUT, as in the budget of

Lesson 10. Cash at the start, plus TOTAL IN, take away TOTAL OUT, gives the last balance. Lesson 15 uses this.

Write the month and the year at the top of the page. Then the DATE column has only the day and the month. One cash book is for one person.

In this book, a line of the cash book goes across the page. A column goes down the page.

**Ama's cash book, May 2026.** At the end of the Talk the board looks like this:

| DATE | WHAT | IN | OUT | BALANCE |
|---|---|---|---|---|
| 18 May | cash at the start | | | $40 |
| 18 May | sold 6 eggs | $30 | | $70 |
| 19 May | bought 1 cup of salt | | $10 | $60 |
| 20 May | sold 10 eggs | $50 | | $110 |
| 21 May | bus ride to town | | $30 | $80 |
| 22 May | sold 8 eggs | $40 | | $120 |
| 23 May | bought 1 loaf of bread | | $15 | $105 |
| | TOTAL | $120 | $55 | |

## Begin the Page

*To the Teacher:* do this at the start of every lesson. Write the lesson title and the date on the board. Each pupil starts a new page in the exercise book. The pupils write the lesson title at the top and underline it with a ruler. Under it they write the date.

## The Talk

Read the teacher's words (**T**) aloud. Wait for the pupils to answer. Accept any answer with the same meaning.

*Hold up the tin.*

**T.** Ama keeps her coins and notes in a tin like this. Coins and notes are **cash**. Ama sells eggs and buys things every day. How can she know her cash each day?
**P.** She can write it down. She can keep a record.

**T.** Yes. She keeps a **cash book**.

**T.** Look at the board. Each part that goes down the page is a **column**. How many columns are there?
**P.** Five.

**T.** Read the names of the columns with me.
**P.** DATE, WHAT, IN, OUT, BALANCE.

*Write the first line: 18 May · cash at the start · $40 in the BALANCE column.*

**T.** On 18 May, Ama counts her cash. She has $40. Then she sells 6 eggs. How much comes in?
**P.** $30.

*Write the second line, with $30 in the IN column.*

**T.** She had $40. Now $30 comes in. How much does she have now?
**P.** $70.

**T.** Yes. We write $70 in the last column. It is the cash that Ama has after this line. It is the **balance**.

**T.** On 19 May, she buys 1 cup of salt. Which column?
**P.** OUT. $10.

**T.** What is the balance now?
**P.** $60. Seventy take away ten is sixty.

**T.** When cash comes in, we add. When cash goes out, what do we do?
**P.** We take away.

*Fill in the other lines with the pupils, one line at a time. The pupils work out each balance aloud. Then add up the IN and OUT columns together.*

**T.** How much cash does Ama have on 23 May?
**P.** $105.

**T.** The IN and OUT line shows what comes and goes. What more does the cash book show?
**P.** The date. The cash after each line.

**If a pupil says, "Why not write $40 in the IN column?":** say, "The $40 did not come in this week. Ama had it before. So we write it only as the balance."

**If a pupil says, "Ama gets a gift. Is it IN?":** say, "Yes. All cash that comes to Ama goes in the IN column."

## New Words

*To the Teacher:* write the four words on the board. Say each word and its meaning. The pupils copy the words into their exercise books.

| Word | Meaning in this book |
|---|---|
| **cash** | Money in coins and notes. |
| **cash book** | A book where you write all the cash that comes in and goes out. |
| **balance** | The cash that you have after each line of the cash book. |
| **column** | A list of words or numbers that goes down the page. |

## Learn by Heart

> **A cash book shows the cash that comes in and goes out each day.**

> **The balance is the cash that you have after each line.**

*To the Teacher:* write the two sentences on the board. The pupils say them aloud, all together, three times. Then each pupil says them alone.

## Exercise 1. Answer aloud.

*To the Teacher:* point to Ama's cash book on the board. Ask each question. The pupils answer aloud. Nobody writes.

1. What is the balance on 20 May?
2. How much cash came in on 22 May?
3. What did Ama pay for on 21 May? How much?
4. On which day did Ama buy salt?
5. What is the TOTAL IN? What is the TOTAL OUT?
6. Did Ama have more cash at the end of the week, or less?

## Exercise 2. Work out the new balance.

*To the Teacher:* write the model and the eight lines on the board. The pupils write the number and the new balance.

*Model.* Balance $50. IN $20. → **New balance $70.**

1. Balance $70. OUT $10.
2. Balance $60. IN $30.
3. Balance $90. OUT $15.
4. Balance $75. IN $25.
5. Balance $100. OUT $30.
6. Balance $70. IN $150.
7. Balance $220. OUT $20.
8. Balance $200. OUT $5.

## Exercise 3. IN or OUT?

*To the Teacher:* read the model aloud. Then read each sentence aloud two times. Each sentence is about Ama's cash.

The pupils write the number, **IN** or **OUT**, and the amount. Use the prices of this book.

*Model.* Ama sells 4 eggs. → **IN $20**

1. Ama buys 1 bar of soap.
2. Ama sells 1 chicken.
3. Ama pays for a bus ride to town.
4. Musa buys 6 eggs from Ama.
5. Ama buys an exercise book for her son.
6. Ama's sister gives her $50 as a present.
7. Ama buys 2 pencils.
8. Ama buys 1 cup of rice and 1 cup of beans.

## Exercise 4. Put the facts in order. Write the cash book.

*To the Teacher:* write the model and the six facts on the board. The pupils draw the five columns. They write the lines in the order of the dates. They work out the balance after each line. At the end, they write the TOTAL IN and the TOTAL OUT.

*Model.* This is the first line.

| DATE | WHAT | IN | OUT | BALANCE |
|---|---|---|---|---|
| 25 May | cash at the start | | | $95 |

- 27 May · sold 12 eggs · $60
- 25 May · bought 2 cups of rice · $20
- 29 May (afternoon) · bus ride to town · $30
- 26 May · sold 6 eggs · $30
- 28 May · bought 1 bar of soap · $10
- 29 May (morning) · sold 1 chicken · $150

## Exercise 5. Write your own cash book.

*To the Teacher:* the pupils use the record that they kept for three days (Lesson 13, After the Lesson). They draw the five columns. They write the cash at the start, then each line, then the balance.

A pupil with no record uses Kofi's three days. Write Kofi's facts on the board.

*Model.* The first line of Exercise 4.

Kofi's three days:

- 1 June · cash at the start · $60
- 1 June · bought 1 loaf of bread · $15
- 1 June · earned $100 for one day of work in a field
- 2 June · bought 1 exercise book · $20
- 3 June · bus ride to town · $30

## Exercise 6. Copy in your best handwriting.

The pupils copy the two sentences from the board (*Learn by Heart*). They write each sentence two times.

*To the Teacher:* the pupils use the handwriting from *Learning to Write*, or the joined handwriting from *Cursive* if they know it. Look at every page. Look for three things: a capital letter at the start, a full stop at the end, and the spelling.

## After the Lesson

*To the Teacher:* ask the pupils to go on with their own cash book. At the end of each day, they count their cash. Is it the same as the balance?

They bring the cash book to Lesson 15. For Lesson 15, find some coins, or cut small pieces of paper to use as coins and notes.

## Answers (for the teacher)

**Exercise 1.**

1. $110
2. $40
3. A bus ride to town. $30.
4. 19 May
5. TOTAL IN $120. TOTAL OUT $55.
6. More. She started with $40 and ended with $105.

**Exercise 2.**

1. $60
2. $90
3. $75
4. $100
5. $70
6. $220
7. $200
8. $195

**Exercise 3.**

1. OUT $10
2. IN $150
3. OUT $30
4. IN $30
5. OUT $20
6. IN $50 — a present is not a trade, but the cash still comes to Ama.
7. OUT $10
8. OUT $20 — the pupil may also write two lines: OUT $10 and OUT $10.

**Exercise 4.**

| DATE | WHAT | IN | OUT | BALANCE |
|---|---|---|---|---|
| 25 May | cash at the start | | | $95 |
| 25 May | bought 2 cups of rice | | $20 | $75 |
| 26 May | sold 6 eggs | $30 | | $105 |
| 27 May | sold 12 eggs | $60 | | $165 |
| 28 May | bought 1 bar of soap | | $10 | $155 |
| 29 May | sold 1 chicken | $150 | | $305 |
| 29 May | bus ride to town | | $30 | $275 |
| | TOTAL | $240 | $60 | |

95 + 240 − 60 = 275. This is the same as the last balance.

*Why $95, not $105:* on 25 May Ama counts her cash, and she has $95. Lesson 15 finds the missing $10.

**Exercise 5.** Each pupil's own cash book is different. Look at each balance. Kofi's cash book:

| DATE | WHAT | IN | OUT | BALANCE |
|---|---|---|---|---|
| 1 June | cash at the start | | | $60 |
| 1 June | bought 1 loaf of bread | | $15 | $45 |
| 1 June | one day of work in a field | $100 | | $145 |
| 2 June | bought 1 exercise book | | $20 | $125 |
| 3 June | bus ride to town | | $30 | $95 |
| | TOTAL | $100 | $65 | |

# Lesson 15. Checking the Record

## To the Teacher

**Get these things ready before the lesson:**

- some coins, or small pieces of paper with amounts on them ($1, $5, $10, $20, $50)
- a small tin or box to hold them
- chalk and the blackboard
- an exercise book, a ruler, and a pen or pencil for each pupil

**Time:** about 45 minutes, or two short meetings.

**In this lesson the pupils learn four things:**

1. Count the cash, and see if it is the same as the last balance.
2. When they are not the same, find the difference.
3. Find the mistake: a missing line, a wrong sum, or a number written wrongly.
4. Correct a mistake with one line through it. Never rub it out.

**What you must know before you teach.** Read this part two times. Do not read it to the pupils.

At the end of each day or week, count the cash. Look at the last balance in the cash book. The two amounts must be the same.

If they are not the same, take the smaller from the bigger. The answer is the difference.

There are three common mistakes. A **missing line**: a person paid or got money and did not write it. A **wrong sum**: a person added or took away wrongly. A **number written wrongly**: for example, $54 written as $45, or $50 written as $15.

The difference is a clue. If it is the same as one amount that you paid or got, look for a missing line. If two figures swap places, nine

always goes into the difference exactly (54 − 45 = 9; 81 − 18 = 63).

Do not rub out a mistake. Draw one line through the wrong number. Write the right number beside it.

Then correct every balance after it. A record with rubbed-out numbers is weak proof.

Write a forgotten line at the end of the cash book, with its real date in the WHAT column. If you cannot find the mistake, count again. Then write a line that says "difference not found". If the cash is less than the balance, write the difference in the OUT column. If the cash is more, write it in the IN column. Then the balance and the cash agree. Never hide a difference.

## Begin the Page

*To the Teacher:* do this at the start of every lesson. Write the lesson title and the date on the board. Each pupil starts a new page in the exercise book. The pupils write the lesson title at the top and underline it with a ruler. Under it they write the date.

## The Talk

Read the teacher's words (**T**) aloud. Wait for the pupils to answer. Accept any answer with the same meaning.

*Write on the board:* **23 May · Ama's balance: $105.** *Put $95 in the tin.*

**T.** On the evening of 23 May, Ama counts the cash in her tin. *(Count it aloud with the pupils.)* How much is there?
**P.** $95.

**T.** What does her cash book say?
**P.** $105.

**T.** How much more does the book show?
**P.** $10. 105 take away 95 is 10.

**T.** Yes. This amount is the **difference**. Something is wrong. What can it be?
**P.** *(Let the pupils give ideas.)* She lost a coin. She forgot to write something. She added wrongly.

**T.** Good. A thing that a person writes or does wrongly is a **mistake**. Ama looks again at each line, to see that it is right. She **checks** each line.

**T.** Every sum is right. Then Ama remembers. On 22 May she bought 2 pencils for her son. Is it in her cash book?
**P.** No.

**T.** What do 2 pencils cost?
**P.** $10. It is the same as the difference!

*Write a new line at the end:* **23 May · 2 pencils (bought 22 May) · OUT $10 · balance $95.**

**T.** Now the balance is $95. The cash is $95. Are they the same?
**P.** Yes.

**T.** Ama's mistake was a missing line. Now look at Musa's book. *(Write:)* **Balance $60. IN $30. New balance $80.** Is it right?
**P.** No. 60 and 30 is 90.

**T.** This mistake is a wrong sum. Thandi's receipt says $45. Her cash book says $54. What is the mistake?
**P.** She wrote the number wrongly.

*Write on the board:* **A. a missing line · B. a wrong sum · C. a number written wrongly**

*Show how to correct a balance: draw one line through* **$80** *and write* **$90** *beside it.*

**T.** Why do we not rub out the mistake?
**P.** So that the record stays honest. All people can see it.

**If a pupil says, "Why not take $10 out of the tin, so that they agree?":** say, "Then the record is false. It is no longer proof. Always find the mistake, or write 'difference not found'."

**If a pupil says, "There is more cash than the book shows":** say, "Good. Look for money that came in and is not written."

## New Words

*To the Teacher:* write the three words on the board. Say each word and its meaning. The pupils copy the words into their exercise books.

| Word | Meaning in this book |
|---|---|
| **check** | Look again at a thing, to see that it is right. |
| **mistake** | A thing that a person writes or does wrongly. |
| **difference** | The amount that is left when you take a smaller number from a bigger number. |

*To the Teacher:* in this book the word **difference** is always an amount of money or a number.

## Learn by Heart

> **Count the cash. Check that it is the same as the balance.**
>
> **Do not hide a mistake. Draw one line through it.**

*To the Teacher:* write the two sentences on the board. The pupils say them aloud, all together, three times. Then each pupil says them alone.

## Exercise 1. Answer aloud.

*To the Teacher:* ask each question. The pupils answer aloud. Nobody writes.

1. What must be the same as the last balance?
2. What is the difference?

3. Name three kinds of mistake.
4. How do we correct a mistake in the cash book?
5. Why do we not rub out a mistake?

## Exercise 2. Find the difference.

*To the Teacher:* write the model and the seven lines on the board. The pupils write the number and the difference.

*Model.* Cash $95 · Cash book $105 → **Difference $10.**

1. Cash $60 · Cash book $70
2. Cash $80 · Cash book $80
3. Cash $135 · Cash book $150
4. Cash $200 · Cash book $170
5. Cash $45 · Cash book $54
6. Cash $100 · Cash book $130
7. Cash $250 · Cash book $285

## Exercise 3. Which mistake is it?

*To the Teacher:* leave the three letters on the board (A, B, C). Read the model aloud. Then read each story aloud two times. The pupils write the number and one letter.

*Model.* Grace bought 1 bar of soap. She did not write it in her cash book. — **A**. A line is missing.

1. Musa's book says: balance $50, IN $20, new balance $60.
2. Halima's receipt says $15. Her cash book says $51.
3. Kofi earned $100. He forgot to write it.
4. Thandi's book says: balance $90, OUT $15, new balance $85.
5. Peter paid $30 for a bus ride. He wrote $3 in his cash book.
6. Ama sold 6 eggs to Musa. There is nothing in her book for that day.
7. Juma's book says: balance $105, IN $40, new balance $155.

8. Fatuma bought 1 cup of beans. She wrote $100 in the OUT column.

## Exercise 4. Find the mistake. Correct the cash book.

*To the Teacher:* first draw the model on the board and explain it. Then draw cash books A and B. In each one, one sum is wrong. A wrong balance makes every balance after it wrong too, as in the model.

The pupils copy each book. They draw one line through each wrong balance and write the right one beside it. Book C is for pupils who finish early.

*Model.* Musa counts $85. His book says $95. The balance on 2 June is wrong, so the balance after it is wrong too.

| DATE | WHAT | IN | OUT | BALANCE |
|---|---|---|---|---|
| 1 June | cash at the start | | | $50 |
| 1 June | sold 3 cups of salt | $30 | | $80 |
| 2 June | bought 1 loaf of bread | | $15 | ~~$75~~ $65 |
| 3 June | sold 2 cups of salt | $20 | | ~~$95~~ $85 |

**A. Thandi's cash book.** Thandi counts $60.

| DATE | WHAT | IN | OUT | BALANCE |
|---|---|---|---|---|
| 8 June | cash at the start | | | $120 |
| 8 June | bought 2 cups of rice | | $20 | $100 |
| 9 June | bus ride to town | | $30 | $80 |
| 10 June | bought 1 bar of soap | | $10 | $70 |

**B. Kofi's cash book.** Kofi counts $110.

| DATE | WHAT | IN | OUT | BALANCE |
|---|---|---|---|---|
| 8 June | cash at the start | | | $40 |
| 8 June | one day of work in a field | $100 | | $140 |
| 9 June | bought 1 exercise book | | $20 | $120 |
| 10 June | bought 2 pencils | | $10 | $100 |

**C. Ama's cash book.** Ama counts $95. Every sum is right, so a line is missing. Ama bought one thing from the market and forgot it.

Find the difference. Which thing has that price? Write the missing line at the end.

| DATE | WHAT | IN | OUT | BALANCE |
|---|---|---|---|---|
| 15 June | cash at the start | | | $60 |
| 15 June | sold 8 eggs | $40 | | $100 |
| 16 June | bought 1 cup of salt | | $10 | $90 |
| 17 June | sold 4 eggs | $20 | | $110 |

## Exercise 5. Copy in your best handwriting.

The pupils copy the two sentences from the board (*Learn by Heart*). They write each sentence two times.

*To the Teacher:* the pupils use the handwriting from *Learning to Write*, or the joined handwriting from *Cursive* if they know it. Look at every page. Check three things: a capital letter at the start, a full stop at the end, and the spelling.

## After the Lesson

*To the Teacher:* ask each pupil to find out two prices before Lesson 16. First, the price of 1 cup of beans (or maize) at the market this

week. Second, ask an older person: "What was the price of a loaf of bread when you were young?"

## Answers (for the teacher)

**Exercise 1.**

1. The cash that you count.
2. The amount that is left when you take a smaller number from a bigger number.
3. A missing line, a wrong sum, a number written wrongly.
4. Draw one line through the wrong number. Write the right number beside it.
5. So that the record stays honest. Then it is still proof.

**Exercise 2.**

1. $10
2. $0 — there is no difference. The cash and the book agree.
3. $15
4. $30 — here the cash is more than the book. Look for money that came in and is not written.
5. $9 — the figures 4 and 5 swapped places.
6. $30
7. $35

**Exercise 3.**

1. B (50 + 20 = 70)
2. C (1 and 5 swapped places)
3. A
4. B (90 − 15 = 75)
5. C (30 written as 3)
6. A
7. B (105 + 40 = 145)
8. C (1 cup of beans is $10, not $100)

**Exercise 4.**

- A. The balance on 9 June is wrong. 100 − 30 = 70. So 9 June: ~~$80~~ $70. 10 June: ~~$70~~ $60. Now the book agrees with the cash, $60.
- B. The balance on 10 June is wrong. 120 − 10 = 110. So 10 June: ~~$100~~ $110. Now the book agrees with the cash, $110.
- C. The difference is 110 − 95 = $15. A loaf of bread costs $15. The new line: 17 June · 1 loaf of bread (forgotten) · OUT $15 · balance $95.

# Lesson 16. Prices Change

## To the Teacher

**Get these things ready before the lesson:**

- the prices that the pupils found out (Lesson 15, After the Lesson)
- chalk and the blackboard
- an exercise book, a ruler, and a pen or pencil for each pupil

**Time:** about 45 minutes.

**In this lesson the pupils learn four things:**

1. Prices rise and fall.
2. Many prices rise and fall with the seasons: after the harvest, and in the hungry season.
3. Over many years, most prices rise.
4. Money kept in a box at home buys less later.

**What you must know before you teach.** Read this part two times. Do not read it to the pupils.

A price is the money a seller asks. When there is plenty of a thing, sellers ask less, and the price falls. When a thing is rare, sellers ask more, and the price rises. Lesson 5 began this idea.

After the harvest, the market has plenty of maize and beans, so their prices fall. Months later, the food from the last harvest is nearly finished. This is the hungry season, and food prices rise. In the hungry season many farmers sell animals to buy food, so the price of a goat can fall.

The harvest comes in different months in different places. Use the months of your own country. The usual prices in this book are for an ordinary time of the year.

A family can buy food after the harvest, when the price is low, and keep it for the hungry season. But rats, insects and water can spoil stored food. Keep it dry and covered.

Over many years, most prices rise. Experts call this "inflation". Do not teach the word. Wages often rise too, but often more slowly than prices.

So money in a box at home buys less each year. The number of coins stays the same, but each coin buys less. Lessons 20 to 25 show better ways to keep money, so that it grows.

**The title.** The title of this lesson uses "change" in its everyday meaning, "become different". Everywhere else in this book, **change** means money given back. In the lesson, say "rise" and "fall".

## Begin the Page

*To the Teacher:* do this at the start of every lesson. Write the lesson title and the date on the board. Each pupil starts a new page in the exercise book. The pupils write the lesson title at the top and underline it with a ruler. Under it they write the date.

## The Talk

Read the teacher's words (**T**) aloud. Wait for the pupils to answer. Accept any answer with the same meaning.

**T.** Who found the price of a cup of beans this week? What is it?
**P.** *(Pupils say the prices that they found.)*

**T.** Is the price of beans the same all through the year?
**P.** No.

**T.** When is there plenty of beans in the market?
**P.** After the harvest.

**T.** Then the price goes down. We say that the price **falls**. What happens months later, before the next harvest?
**P.** There are few beans. The price goes up.

**T.** Yes. The price **rises**. We call those months the hungry season.

**T.** A part of the year is a **season**. Which seasons do we have here?
**P.** The rainy season, the dry season, the harvest, the hungry season.

*Write on the board:* **1 cup of beans: $10 after the harvest. $20 in the hungry season.**

**T.** How much did the price rise?
**P.** $10.

**T.** What can a family do after the harvest?
**P.** Buy beans when the price is low. Keep them for the hungry season.

**T.** Now think about many years. Who asked an older person about the price of bread? What did they say?
**P.** *(Pupils say what they heard. Most old prices are smaller.)*

**T.** So over many years, most prices rise.

**T.** Now listen. Fatuma keeps $100 in a box at home. 1 cup of rice is $10. How many cups can she buy?
**P.** 10 cups.

**T.** Ten years later, 1 cup of rice is $20. Fatuma still has $100 in the box. How many cups can she buy now?
**P.** 5 cups.

**T.** The coins are the same. What is different?
**P.** They buy less.

**T.** Yes. Money in a box does not grow, but prices rise. Later in this book we learn better ways to keep money.

**If a pupil says, "Fatuma lost nothing. She still has $100":** say, "Count the cups of rice, not the coins. She can buy fewer cups."

**If a pupil says, "Prices never fall":** say, "Some prices fall, for example after the harvest. But over many years, most prices rise."

**If a pupil says, "Then I must spend all my money now":** say, "No. Buy what you must have. Lessons 20 to 25 show ways to make

money grow."

## New Words

*To the Teacher:* write the three words on the board. Say each word and its meaning. The pupils copy the words into their exercise books.

| Word | Meaning in this book |
|---|---|
| **rise** | Go up. When a price rises, it becomes bigger. |
| **fall** | Go down. When a price falls, it becomes smaller. |
| **season** | A part of the year, such as the rainy season or the hungry season. |

*To the Teacher:* in this book, **rise** and **fall** are only about prices and amounts.

## Learn by Heart

> **Prices rise and fall with the seasons.**
>
> **Over many years, most prices rise.**

*To the Teacher:* write the two sentences on the board. The pupils say them aloud, all together, three times. Then each pupil says them alone.

## Exercise 1. Answer aloud.

*To the Teacher:* ask each question. The pupils answer aloud. Nobody writes.

1. Why does the price of beans fall after the harvest?
2. What is the hungry season?
3. Why does the price of beans rise in the hungry season?

4. Over many years, do most prices rise or fall?
5. Fatuma keeps $100 in a box for ten years. Why does it buy less?

## Exercise 2. Rise or fall?

*To the Teacher:* write **R** (rise) and **F** (fall) on the board. Read the model aloud. Then read each sentence aloud two times. The pupils write the number, **R** or **F**, and the difference.

*Model.* Last month 1 cup of beans was $10. Now it is $15. → **R $5**

1. Last month 1 cup of rice was $15. Now it is $10.
2. Last year 1 loaf of bread was $15. Now it is $20.
3. Before the harvest 1 cup of maize was $20. After the harvest it is $10.
4. Ten years ago a bus ride to town was $20. Now it is $30.
5. In November 1 chicken was $150. Before a big feast it is $200.
6. Last week 1 bar of soap was $15. This week it is $10.
7. When Grace was young, 1 exercise book was $5. Now it is $20.
8. In the dry season 1 goat was $500. In the hungry season it was $400.

## Exercise 3. After the harvest, or before it?

*To the Teacher:* write the two letters and their meanings on the board. Read the model aloud. Then read each sentence aloud two times. The pupils write the number and one letter.

- **A** if it is after the harvest.
- **B** if it is before the harvest, in the hungry season.

*Model.* There are many sacks of maize in the market. — **A**

1. The price of beans rises every week.
2. Farmers bring many beans to the market.
3. Families eat less, because food is rare.

4. The price of maize falls.
5. Juma sells a goat to buy food.
6. Ama buys beans to keep for later months.
7. Many farmers have money from their crops.
8. The family's beans are nearly finished.

## Exercise 4. How many can you buy?

*To the Teacher:* write the model and the five lines on the board. The pupils write two answers for each line: before and after the price rises.

*Model.* You have $100. 1 cup of rice is $10. → **10 cups.** The price rises to $20. → **5 cups.**

1. You have $60. 1 egg is $5. The price rises to $10.
2. You have $100. 1 loaf of bread is $20. The price rises to $25.
3. You have $150. 1 bar of soap is $10. The price rises to $15.
4. You have $120. A bus ride is $30. The price rises to $40.
5. Thandi's wage is $2,000. 1 cup of rice is $10. The price rises to $20. Her wage stays the same.

## Exercise 5. Put the prices in order. Write the price record.

*To the Teacher:* write the model and the six facts on the board. Fatuma wrote down the price of beans each month. The pupils draw three columns: MONTH · PRICE OF 1 CUP OF BEANS · RISE OR FALL. They write the months in order, from June to January.

In the last column they write RISE, FALL or SAME, and the difference. If your harvest comes in other months, keep these months. Say, "This is Fatuma's country."

*Model.* The first two lines.

| MONTH | PRICE OF 1 CUP OF BEANS | RISE OR FALL |
|---|---|---|
| June (harvest) | $10 | |
| July | $10 | SAME |

- December · $20
- September · $12
- January (new harvest) · $10
- October · $15
- August · $10
- November · $15

Then the pupils answer two questions under the record. In which month is the price highest? In which months is the hungry season?

## Exercise 6. Copy in your best handwriting.

The pupils copy the two sentences from the board (*Learn by Heart*). They write each sentence two times.

*To the Teacher:* the pupils use the handwriting from *Learning to Write*, or the joined handwriting from *Cursive* if they know it. Look at every page. Check three things: a capital letter at the start, a full stop at the end, and the spelling.

## After the Lesson

*To the Teacher:* Lesson 17 is a review of Lessons 12 to 16. Read those five lessons again before you teach it. Ask the pupils to bring their exercise books and their own cash book.

## Answers (for the teacher)

**Exercise 1.**

1. There is plenty of beans, so sellers ask less.

2. The months before the next harvest, when the food from the last harvest is nearly finished.
3. Beans are rare, so sellers ask more.
4. Most prices rise.
5. Prices rise, but the money in the box does not grow. Each coin buys less.

**Exercise 2.**

1. F $5
2. R $5
3. F $10
4. R $10
5. R $50 — many people buy chickens before a feast.
6. F $5
7. R $15
8. F $100 — in the hungry season many farmers sell goats to buy food. So there are many goats in the market.

**Exercise 3.**

1. B
2. A
3. B
4. A
5. B
6. A
7. A
8. B

**Exercise 4.**

1. 12 eggs. Then 6 eggs.
2. 5 loaves. Then 4 loaves.
3. 15 bars. Then 10 bars.
4. 4 bus rides. Then 3 bus rides.

5. 200 cups. Then 100 cups. The wage is the same, but it buys half as much rice.

**Exercise 5.**

| MONTH | PRICE OF 1 CUP OF BEANS | RISE OR FALL |
|---|---|---|
| June (harvest) | $10 | |
| July | $10 | SAME |
| August | $10 | SAME |
| September | $12 | RISE $2 |
| October | $15 | RISE $3 |
| November | $15 | SAME |
| December | $20 | RISE $5 |
| January (new harvest) | $10 | FALL $10 |

The price is highest in December. The hungry season is the months before the new harvest: about October to December. Accept September to December.

# Lesson 17. Review: Keeping a Record (Lessons 12 to 16)

## To the Teacher

**Get these things ready before the lesson:**

- the receipt of Lesson 13 (Zainab and Grace), drawn on the board before the pupils come
- the five column names of the cash book on the board: DATE · WHAT · IN · OUT · BALANCE
- chalk and the blackboard
- each pupil's exercise book, with all the work of Lessons 12 to 16, and the pupil's own cash book
- a ruler, and a pen or pencil, for each pupil

**Time:** two meetings of about 45 minutes. In the first meeting, do the Review Questions and Exercises 1 and 2. In the second meeting, do Exercises 3 to 6. Exercise 3 takes time.

**What this review checks.** The pupils learn no new words in this lesson. They use again the words and the skills of Part Three:

1. Memory forgets; a record; the date; the four questions; a record as proof (Lesson 12).
2. The receipt: who writes it, who keeps it, the amount in numbers and in words, the signature, the copy (Lesson 13).
3. The cash book: five columns, the cash at the start, the balance after each line, TOTAL IN and TOTAL OUT (Lesson 14).
4. Count the cash; find the difference; find and correct the mistake (Lesson 15).
5. Prices rise and fall with the seasons; over many years most prices rise (Lesson 16).

Write the sixteen words of Part Three on one side of the board. Leave them there for both meetings:

> record · date · proof · receipt · signature · copy · cash · cash book · balance · column · check · mistake · difference · rise · fall · season

While the class works on Exercise 3, look at each pupil's own cash book. Does each balance follow from the line before it? Do not ask a pupil to show the class how much money he or she has.

**If many pupils get a question wrong.** Do not go on to Lesson 18 at once. Teach the part again, from the lesson below. Then give two or three new items of the same kind.

| Wrong answers in … | Teach again … |
|---|---|
| Test items 1 and 2 | Lesson 12, Exercises 2 and 4 |
| Exercise 2; test items 3 and 4 | Lesson 13, Exercises 3, 4 and 5 |
| Exercise 3 (the balances); test items 5 to 7 | Lesson 14, the Talk and Exercise 2 |
| Exercise 1; Exercise 3 (the missing line); test items 8 and 9 | Lesson 15, the Talk and Exercises 2 and 3 |
| Exercise 4; test item 10 | Lesson 16, Exercises 2 and 4 |

## Begin the Page

*To the Teacher:* do this at the start of every lesson. Write the lesson title and the date on the board. Each pupil starts a new page in the exercise book. The pupils write the lesson title at the top and underline it with a ruler. Under it they write the date.

## Review Questions

*To the Teacher:* ask each question. The pupils answer aloud with a full sentence. Nobody writes. The number in brackets tells you the lesson. If nobody can answer, read the Learn by Heart sentences of that lesson again.

1. Why do we write money down? (Lesson 12)
2. What is a record? (Lesson 12)
3. Which four questions does a good record answer? (Lesson 12)
4. What is a date? Say today's date. (Lesson 12)
5. Grace and Zainab did not agree. How did the record help them? (Lesson 12)
6. What is a receipt? Who writes it? Who keeps it? (Lesson 13)
7. Why do we write the amount in numbers and in words? (Lesson 13)
8. What is a signature? (Lesson 13)
9. What is cash? What is a cash book? (Lesson 14)
10. Name the five columns of the cash book. (Lesson 14)
11. What is the balance? When cash goes out, what do we do? (Lesson 14)
12. The cash and the last balance are not the same. What do you find first? (Lesson 15)
13. Name three kinds of mistake. How do we correct a mistake? (Lesson 15)
14. Why does the price of beans fall after the harvest? (Lesson 16)
15. Fatuma keeps $100 in a box for ten years. Why does it buy less? (Lesson 16)

## Exercise 1. What kind of mistake is it?

*To the Teacher:* write the four letters and their meanings on the board. Read the model aloud. Then read each numbered story aloud two times. After each story, the pupils write its number and

one letter in their exercise books. For a wrong sum, they also write the right balance.

- **A** a missing line
- **B** a wrong sum
- **C** a number written wrongly
- **D** no mistake

*Model.* Ama sold 4 eggs. Nothing is in her cash book for that day. — **A**. A line is missing.

1. Balance $40. IN $30. New balance $70.
2. Balance $90. OUT $20. New balance $60.
3. Grace's receipt says $25. Her cash book says $52.
4. Juma paid $30 for a bus ride. He did not write it.
5. Balance $105. OUT $15. New balance $90.
6. Thandi bought 1 bar of soap for $10. She wrote $1.
7. Balance $65. IN $50. New balance $105.
8. Kofi's aunt gave him $50. It is not in his cash book.
9. Balance $120. OUT $30. New balance $90.
10. Peter sold a chair for $300. He wrote $30.

## Exercise 2. Put the facts in order. Write the receipt.

*To the Teacher:* the model is the receipt of Zainab and Grace on the board. Write the two groups of facts on the board. The facts are in a jumble. The pupils draw each receipt and fill it in. They write the amount in numbers and in words, with a line after the words. On the Signature line, they write the name of the person who gets the money. Then they write a copy of receipt 1, with the word COPY above it.

*Model.* $20 · Grace · for mending a dress · Zainab paid · 3 May 2026 → **the receipt on the board.**

1. $150 · for 1 chicken · Ama · 6 July 2026 · Grace paid

2. Peter · 8 July 2026 · Thandi paid · for 1 chair · $300

Under the receipts, the pupils answer: Who keeps receipt 1? Who keeps the copy?

## Exercise 3. Write Musa's cash book. Find the missing line.

*To the Teacher:* draw the model on the board. Write the five facts on the board. The facts are in a jumble. The pupils draw the five columns. They write the lines in the order of the dates, with the balance after each line. At the end they write the TOTAL IN and the TOTAL OUT.

*Model.* This is the first line.

| DATE | WHAT | IN | OUT | BALANCE |
|---|---|---|---|---|
| 1 July | cash at the start | | | $50 |

- 3 July · sold 4 cups of salt · $40
- 1 July · bought 1 loaf of bread · $15
- 4 July · bus ride to town · $30
- 2 July · sold 5 cups of salt · $50
- 2 July · bought 2 bars of soap · $20

Then read this aloud two times, and write it on the board:

> On 4 July Musa counts his cash. He has $55. Every sum is right. He forgot one thing for his son's school.

The pupils find the difference. They name a thing for school with that price. Use the prices of this book. They write the missing line at the end of the cash book.

## Exercise 4. Rise or fall?

*To the Teacher:* write **R** (rise) and **F** (fall) on the board. Write the model and the five items on the board. For numbers 1 to 4, the pupils write the number, **R** or **F**, and the difference. Number 5 has two answers: before and after the price rises.

*Model.* Last month 1 cup of rice was $10. Now it is $15. → **R $5**

1. After the harvest 1 cup of beans is $10. In the hungry season it is $20.
2. Before a feast 1 chicken is $200. After the feast it is $150.
3. When Peter was young, 1 pencil was $2. Now it is $5.
4. Last week 1 cup of maize was $20. After the harvest it is $10.
5. You have $60. 1 loaf of bread is $15. The price rises to $20. How many loaves can you buy?

## Exercise 5. A short test.

*To the Teacher:* write the ten items on the board. Do not help the pupils. Each pupil writes the number of each item and the answer in the exercise book. Collect the books, or walk round and look. Give one mark for each right answer. Write the marks out of 10 at the bottom of the page.

1. Write this date: the seventh day of July, 2026.
2. A good record tells when, who, what and _____.
3. Who writes a receipt: the person who pays, or the person who gets the money?
4. Do the numbers and the words agree? $60 — sixteen
5. Write the five columns of the cash book.
6. Balance $80. OUT $15. What is the new balance?
7. Balance $45. IN $30. What is the new balance?
8. Cash $70. Cash book $85. What is the difference?
9. Balance $60. IN $20. New balance $70. Which mistake is it: A, B or C?
10. Over many years, do most prices rise or fall?

## Exercise 6. Copy in your best handwriting.

*To the Teacher:* write these four sentences on the board. They are Learn by Heart sentences from Part Three. The pupils say them aloud, all together, one time. Then they copy each sentence two times.

> **Memory forgets. A record does not forget.**
>
> **A receipt is proof that a person paid money.**
>
> **The balance is the cash that you have after each line.**
>
> **Do not hide a mistake. Draw one line through it.**

*To the Teacher:* the pupils use the handwriting from *Learning to Write*, or the joined handwriting from *Cursive* if they know it. Look at every page. Check three things: a capital letter at the start, a full stop at the end, and the spelling.

## After the Lesson

*To the Teacher:* look at the marks of the short test. Teach again any part that many pupils got wrong (see "If many pupils get a question wrong"). Ask the pupils to go on with their own cash book. Part Four uses it.

Lesson 18 begins Part Four. For it, get two $100 notes ready: real money, or two pieces of paper with "$100" on them. Ask each pupil to think at home: "Did a person give me money, and I gave it back later?"

## Answers (for the teacher)

**Review Questions.** 1. Because our memory forgets, most of all small amounts. · 2. Words and numbers that we write down, so that we can read them later. · 3. When? Who? What? How much? · 4. The day, the month and the year. (Today's date: accept the correct date,

in the way that your country writes it.) · 5. The record showed that Zainab paid. It was proof. · 6. A record of one payment. The person who gets the money writes it, or a machine prints it. The person who pays keeps it. · 7. A number is easy to alter. Words are hard to alter. · 8. Your name, written by your own hand, in your own way. · 9. Cash is money in coins and notes. A cash book is a book where you write all the cash that comes in and goes out. · 10. DATE, WHAT, IN, OUT, BALANCE. · 11. The cash that you have after each line of the cash book. We take away. · 12. The difference. · 13. A missing line, a wrong sum, a number written wrongly. Draw one line through the wrong number and write the right number beside it. · 14. There is plenty of beans, so sellers ask less. · 15. Prices rise, but the money in the box does not grow. Each coin buys less.

**Exercise 1.**

1. D (40 + 30 = 70)
2. B (90 − 20 = 70, not 60)
3. C (2 and 5 swapped places)
4. A
5. D (105 − 15 = 90)
6. C (10 written as 1)
7. B (65 + 50 = 115, not 105)
8. A — a gift is still cash that comes in.
9. D (120 − 30 = 90)
10. C (300 written as 30)

*Number 3:* the difference is 52 − 25 = 27. Nine goes into 27 exactly, so two figures swapped places (Lesson 15).

**Exercise 2.**

| RECEIPT | 1 | 2 |
|---|---|---|
| **Date** | 6 July 2026 | 8 July 2026 |
| **From** | Grace | Thandi |
| **To** | Ama | Peter |
| **For** | 1 chicken | 1 chair |
| **Amount in numbers** | $150 | $300 |
| **Amount in words** | one hundred and fifty _____ | three hundred _____ |
| **Signature** | *Ama* | *Peter* |

The copy of receipt 1 has the word COPY above it. Every word and number is the same as in receipt 1.

Grace keeps receipt 1. She paid, and it is her proof. Ama keeps the copy. It is her record of the money that came to her.

**Exercise 3.**

| DATE | WHAT | IN | OUT | BALANCE |
|---|---|---|---|---|
| 1 July | cash at the start | | | $50 |
| 1 July | bought 1 loaf of bread | | $15 | $35 |
| 2 July | sold 5 cups of salt | $50 | | $85 |
| 2 July | bought 2 bars of soap | | $20 | $65 |
| 3 July | sold 4 cups of salt | $40 | | $105 |
| 4 July | bus ride to town | | $30 | $75 |
| | TOTAL | $90 | $65 | |

50 + 90 − 65 = 75. This is the same as the last balance.

The difference: $75 − $55 = $20. An exercise book costs $20. (A pencil is only $5.) The missing line:

| DATE | WHAT | IN | OUT | BALANCE |
|---|---|---|---|---|
| 4 July | 1 exercise book (forgotten) | | $20 | $55 |

*Accept* "(bought 3 July)" or any other day in the WHAT column. The forgotten line goes at the end, as in Lesson 15. If a pupil adds it to the TOTAL OUT, the total becomes $85.

**Exercise 4.**

1. R $10
2. F $50
3. R $3
4. F $10
5. 4 loaves. Then 3 loaves. (4 × $15 = $60. 3 × $20 = $60.)

**Exercise 5.** One mark for each item.

1. 7 July 2026
2. how much
3. the person who gets the money
4. No ($60 is "sixty")
5. DATE · WHAT · IN · OUT · BALANCE
6. $65
7. $75
8. $15
9. B (60 + 20 = 80)
10. rise

# Part Four. Borrowing and Lending

# Lesson 18. Borrowing and Lending

## To the Teacher

**Get these things ready before the lesson:**

- two $100 notes (real money, or two pieces of paper with "$100" on them)
- chalk and the blackboard
- an exercise book, a ruler, and a pen or pencil for each pupil

**Time:** about 45 minutes.

**In this lesson the pupils learn four things:**

1. To borrow is to get money now and pay it back later. To lend is to give money now and get it back later.
2. Many kinds of people and groups lend money.
3. Some lenders want back more money than they lent.
4. Write every loan down. The lender and the borrower each keep a copy.

**What you must know before you teach.** Read this part two times. Do not read it to the pupils.

A loan always has two people. The lender gives the money. The borrower gets it and pays it back later. Before the loan, the two people agree how much to pay back, and when.

Many people lend: family, friends, a group, big lenders in town, and moneylenders. A moneylender lends money as his or her work. A shop can also let a buyer take goods today and pay at the end of the month. This is a loan too.

Lesson 21 teaches the words **bank** and **savings group**, and Lesson 19 teaches **debt** and **owe**. Do not use these words with the pupils yet. Say "a big lender in town" and "a group".

Family and friends often want back only the money they lent. Many other lenders want back more. Do not explain this now: Lesson 22 explains it, with the word **interest**. If a pupil asks, say: "We learn this in a later lesson."

A loan for goods to sell, like Musa's salt, brings in the money to pay it back. A loan for a party does not. Then the borrower must pay it back from other money, and that is harder.

A loan comes IN, but it is not income. Income is money that comes IN to keep (Lesson 7). A loan must go OUT again later. So never write a loan on the IN side of a budget. Memory forgets, and friends can quarrel about money. So write every loan down: a loan record is proof (Lesson 12).

## Begin the Page

*To the Teacher:* do this at the start of every lesson. Write the lesson title and the date on the board. Each pupil starts a new page in the exercise book. The pupils write the lesson title at the top and underline it with a ruler. Under it they write the date.

## The Talk

Read the teacher's words (**T**) aloud. The pupils' answers (**P**) show you what to expect. Accept any answer with the same meaning.

1. Write on the board: **Musa sells salt.**

**T.** Musa sells salt by the cup. A big sack of salt costs $500. Musa has $300. Has he got enough money?
**P.** No. He needs $200 more.

**T.** Ama has $200. She does not need it this month. What can Musa do?
**P.** He can ask Ama for the money.

2. Give the two $100 notes to a pupil. Say: "You are Musa. I am Ama."

**T.** Ama gives Musa $200. Is it a gift?
**P.** No. Musa must give it back.

**T.** Yes. Musa **borrows** $200 from Ama. Ama **lends** $200 to Musa. The $200 is a **loan**. Ama is the **lender**. Musa is the **borrower**.

3. Write "3 May" on the board. Draw two IN and OUT lines, one for Musa and one for Ama.

| **Musa: IN** | **Musa: OUT** |
|---|---|
| $200 (loan from Ama) | |

| **Ama: IN** | **Ama: OUT** |
|---|---|
| | $200 (loan to Musa) |

**T.** Musa has the $200 now. Is it his money?
**P.** He can use it. But he must pay it back.

**T.** Is the loan Musa's income?
**P.** No. Income is money to keep. Musa must pay the loan back.

**T.** Musa and Ama agree. Musa pays back $50 every Sunday for 4 weeks. How much does he pay back in all?
**P.** $200.

4. Ask the pupil to give the notes back to you.

**T.** Who lends money in our town?
**P.** Family. Friends. A shop. A group. A moneylender.

5. Write the list on the board: **family · friends · a shop · a group · a big lender in town · a moneylender**. Say: "A moneylender is a person whose work is lending money."

**T.** Ama wants back $200. Some lenders want back more than they lend. Is that the same?
**P.** No. The borrower pays back more.

**T.** Yes. So ask before you borrow: "How much must I pay back? When?" A later lesson tells us why some lenders want more.

**T.** Ama and Musa are friends. Why must they write the loan down?
**P.** People forget. A record is proof.

6. Write the loan record on the board. Leave it there for Exercise 5.

> **LOAN RECORD**
> Date: 3 May
> Lender: Ama
> Borrower: Musa
> Amount: $200 (two hundred)
> Pay back: $50 every Sunday, for 4 weeks
> Signature of the lender: __
> **Signature of the borrower: ____**

**T.** How many copies do they write?
**P.** Two. Ama keeps one. Musa keeps one.

**If a pupil says, "Borrow and lend are the same":** ask, "Which way does the money go?" The borrower gets the money. The lender gives the money. Point to the IN and OUT lines on the board.

**If a pupil says, "Can I lend $10 from you?":** say, "You **borrow from** a person. A person **lends to** you." Write the two phrases on the board.

**If a pupil says, "My family does not write loans down":** ask, "What happens if Ama forgets? What happens if Musa forgets?" With a record, two friends do not quarrel.

**If a pupil says, "It is bad to borrow":** say, "Many good people borrow. Before you borrow, know how you will pay back."

## New Words

*To the Teacher:* write the five words on the board. Say each word and its meaning. The pupils copy the words into their exercise

books.

| Word | Meaning in this book |
|---|---|
| **borrow** | To get money from a person, and pay it back later. |
| **lend** | To give money to a person, and get it back later. |
| **loan** | Money that one person lends and another person borrows. |
| **lender** | The person who lends. |
| **borrower** | The person who borrows. |

*To the Teacher:* a **moneylender** is a lender whose work is lending money. It is not a new word. It is the word **lender** with **money** in front.

## Learn by Heart

> **The lender gives the loan. The borrower pays it back.**
>
> **Write every loan down, and keep a copy.**

*To the Teacher:* write the two sentences on the board. The pupils say them aloud, all together, three times. Then each pupil says them alone.

## Exercise 1. Answer aloud.

*To the Teacher:* ask each question. The pupils answer aloud. Nobody writes.

1. What is a loan?
2. Who is the lender? Who is the borrower?
3. Is a loan a gift? Why not?
4. Name four kinds of lenders.

5. What must you ask before you borrow?
6. Why do the lender and the borrower each keep a copy?

## Exercise 2. Loan, gift or trade?

*To the Teacher:* write these three letters and their meanings on the board. Read the model aloud. Then read each sentence aloud two times. The pupils write its number and one letter.

- **L** if it is a loan.
- **G** if it is a gift.
- **M** if it is a trade with money.

*Model.* Ama gives Musa $200. Musa pays it back in four weeks. — **L**. Musa must pay it back.

1. Juma gives Peter $100. Peter pays it back next month.
2. Grace buys a loaf of bread for $15.
3. Fatuma gives her daughter a pencil. She does not want it back.
4. Halima takes rice from the shop. She pays $10 at the end of the month.
5. Kofi gets $30 from his uncle. He must give it back on Friday.
6. Thandi pays $30 for the bus to town.
7. Peter gets $500 from a moneylender. He must pay back more.
8. Musa gives his mother $50 for food. He does not want it back.
9. Ama gets $20 from Grace. She pays it back after market day.
10. Juma sells a goat for $500.
11. A group gives Halima $300. She pays it back in ten weeks.
12. Grace mends a shirt. The owner pays her $40.

## Exercise 3. Who is the lender? Who is the borrower?

*To the Teacher:* write the model and the six sentences on the board. The pupils write the two names for each sentence.

*Model.* Ama lends $200 to Musa. → **Lender: Ama. Borrower: Musa.**

1. Juma lends $100 to Peter.
2. Kofi borrows $30 from his uncle.
3. Grace lends $50 to Halima.
4. Thandi borrows $20 from Fatuma.
5. Halima borrows $300 from a group.
6. The shop lets Juma take soap now. He pays at the end of the month.

## Exercise 4. Draw the IN and OUT line.

*To the Teacher:* draw the model on the board. Read each sentence aloud two times. The pupils draw the line for the person named. One side can stay empty.

*Model.* Ama lends $200 to Musa. Draw the line for Ama.

| Ama: IN | Ama: OUT |
|---|---|
| | $200 (loan to Musa) |

1. Ama lends $200 to Musa. Draw the line for Musa.
2. Juma lends $100 to Peter. Draw the line for Peter.
3. Peter pays back $100 to Juma. Draw the line for Peter.
4. Peter pays back $100 to Juma. Draw the line for Juma.

## Exercise 5. Write the loan record.

*To the Teacher:* the model is the loan record of Ama and Musa, on the board from the Talk. Write the two groups of facts on the board. The facts are in a jumble.

The pupils write a loan record for each group, in the order of the model. They write the amount in words too. They leave the signature lines empty.

1. 4 weeks · Lender: Juma · $100 · 7 June · $25 every Friday · Borrower: Peter
2. $20 every Saturday · Borrower: Thandi · 14 June · $60 · Lender: Fatuma · 3 weeks

## Exercise 6. Copy in your best handwriting.

The pupils copy the two sentences from the board (*Learn by Heart*). They write each sentence two times.

*To the Teacher:* the pupils use the handwriting from *Learning to Write*, or the joined handwriting from *Cursive* if they know it. Check three things: a capital letter at the start, a full stop at the end, and the spelling.

## After the Lesson

*To the Teacher:* ask each pupil to think of one loan that they know about. Was the money paid back on time? Do not ask for names. Lesson 19 begins with the question: what happens when a borrower cannot pay?

## Answers (for the teacher)

**Exercise 1.** 1. Money that one person lends and another person borrows. 2. The lender gives the loan. The borrower gets it and pays it back. 3. No. The borrower must pay it back. 4. Any four of: family, friends, a shop, a group, a big lender in town, a moneylender. 5. How much must I pay back? When? 6. A record is proof. People forget.

**Exercise 2.** 1 L · 2 M · 3 G · 4 L · 5 L · 6 M · 7 L · 8 G · 9 L · 10 M · 11 L · 12 M

*Number 4:* the shop lets Halima take the rice now and pay later. This is a loan from the shop. *Number 12:* Grace gives work and gets money. Work for money is a trade (Lesson 1).

**Exercise 3.**

1. Lender: Juma. Borrower: Peter.
2. Lender: Kofi's uncle. Borrower: Kofi.
3. Lender: Grace. Borrower: Halima.
4. Lender: Fatuma. Borrower: Thandi.
5. Lender: the group. Borrower: Halima.
6. Lender: the shop. Borrower: Juma. *(The shop lends the soap, not money. It is still a loan.)*

**Exercise 4.**

| **Musa: IN** | **Musa: OUT** |
|---|---|
| $200 (loan from Ama) | |

| **Peter: IN** | **Peter: OUT** |
|---|---|
| $100 (loan from Juma) | |

| **Peter: IN** | **Peter: OUT** |
|---|---|
| | $100 (paid back to Juma) |

| **Juma: IN** | **Juma: OUT** |
|---|---|
| $100 (paid back by Peter) | |

**Exercise 5.**

> **LOAN RECORD**
> Date: 7 June
> Lender: Juma
> Borrower: Peter
> Amount: $100 (one hundred)
> Pay back: $25 every Friday, for 4 weeks

> Signature of the lender: __
> **Signature of the borrower: ____**
>
> **LOAN RECORD**
> Date: 14 June
> Lender: Fatuma
> Borrower: Thandi
> Amount: $60 (sixty)
> Pay back: $20 every Saturday, for 3 weeks
> Signature of the lender: __
> **Signature of the borrower: ____**

*Check:* 4 × $25 = $100, and 3 × $20 = $60. Each borrower pays back the same amount that he or she borrowed.

# Lesson 19. Debt

## To the Teacher

**Get these things ready before the lesson:**

- before the pupils come, write the loan record of Ama and Musa from Lesson 18 on the board
- chalk and the blackboard
- an exercise book, a ruler, and a pen or pencil for each pupil

**Time:** about 45 minutes.

**In this lesson the pupils learn four things:**

1. A debt is money that you must still pay back. You owe it to the lender.
2. A loan record is a promise to pay.
3. If you cannot pay, go to the lender before the day to pay. Tell the truth. Make a new promise that you can do.
4. Do not borrow to pay another loan without a plan.

**What you must know before you teach.** Read this part two times. Do not read it to the pupils.

When a person borrows, that person has a debt. The debt is the money still to pay back. Each time the borrower pays, the debt becomes smaller. When the debt is $0, the loan is paid.

A debt is not bad in itself. Most people have a debt at some time. The danger is a debt that the borrower cannot pay. People cannot pay for many reasons: sickness, a bad season, the end of a job, or spending on wants.

**What helps.** Go to the lender before the day to pay, and tell the truth. Ask for smaller amounts over more weeks. Write the new promise down, with two signatures. Spend less on wants until the debt is paid.

**Proof of each payment.** Each payment on a loan needs proof, like any payment (Lesson 13). When Musa pays, Ama writes him a receipt. Or Ama writes her signature beside the payment in Musa's debt record. Musa keeps his receipts until the debt is $0. If the lender keeps a thing until the loan is paid, write the thing on the loan record. The lender gives it back when the debt is $0.

**What harms.** Do not hide: the lender becomes angry, and the debt does not go away. Do not take a new loan to pay an old loan without a plan. The new loan only moves the debt to a new lender, who often wants back more. Lesson 25 shows how fast such a debt becomes bigger.

Some lenders keep a thing until the loan is paid: a bicycle, a radio, or the paper for a piece of land. If the borrower does not pay, the lender keeps the thing. No lender may hurt or threaten a borrower. A borrower in danger can go to the village leader or the police.

Keep this lesson on loans and paying back. Interest and saving come later, in Part Five.

## Begin the Page

*To the Teacher:* do this at the start of every lesson. Write the lesson title and the date on the board. Each pupil starts a new page in the exercise book. The pupils write the lesson title at the top and underline it with a ruler. Under it they write the date.

## The Talk

Read the teacher's words (**T**) aloud. The pupils' answers (**P**) show you what to expect. Accept any answer with the same meaning.

1. Point to the loan record on the board.

**T.** Musa borrowed $200 from Ama on 3 May. On 10 May he pays $50. How much must he still pay?
**P.** $150.

**T.** Yes. Musa **owes** Ama $150. The $150 is Musa's **debt**.

2. Draw Musa's debt record on the board. Fill in the first three lines.

| DATE | WHAT | PAID | STILL OWED |
|---|---|---|---|
| 3 May | loan from Ama | | $200 |
| 10 May | paid to Ama | $50 | $150 |
| 17 May | paid to Ama | $50 | $100 |

**T.** On 17 May Musa pays $50 again. What does he owe now?
**P.** $100.

**T.** Musa wrote his signature on the loan record. What did he say with it?
**P.** He said: "I will pay $50 every Sunday."

**T.** Yes. That is a **promise**. A loan record is a promise to pay.

**T.** On 10 May Musa paid Ama $50. Later Ama forgets. She says, "You did not pay me." How can Musa show that he paid?
**P.** With a receipt. Ama writes it, because she gets the money.

**T.** Yes. For each payment, the lender writes a receipt. Or she writes her signature in Musa's debt record.

3. Write on the board: **Musa's child is sick. Medicine costs $60.**

**T.** Musa pays for the medicine. On Sunday 24 May he cannot pay Ama. What can he do?
**P.** *(Let the pupils give their ideas. Some say: "He can hide." "He can talk to Ama.")*

**T.** Musa thinks: "I can borrow $50 from a moneylender. Then I can pay Ama." Is this good?
**P.** No. Then he owes the moneylender. The moneylender wants back more.

**T.** Yes. His debt becomes bigger. What is better?
**P.** He can talk to Ama.

**T.** When must he talk to her? On Sunday, or before Sunday?
**P.** Before Sunday.

4. Write on the board: **Friday 22 May. Musa goes to Ama. He tells her the truth.**

**T.** Musa still owes $100. Ama and Musa agree: $25 every Sunday. How many Sundays?
**P.** Four.

**T.** They write a new promise. What must they do with it?
**P.** Write two signatures. Each person keeps a copy.

**If a pupil says, "Ama is his friend. She can wait":** say, "A friend can wait. But a friend also needs her money. Tell her before the day, not after."

**If a pupil says, "Musa can hide until he has the money":** ask, "Is Ama happy then? Does she lend to him again?" The debt does not go away when the borrower hides.

**If a pupil says "own" for "owe":** write both words on the board. *Own* means "it is yours". *Owe* means "you must pay it to another person".

**If a pupil says, "A debt is a shame":** say, "Many good people have a debt. The problem is a debt that you cannot pay."

**If a pupil says, "Ama is his friend. She does not need to write a receipt":** say, "A receipt keeps two friends from a quarrel. Memory forgets, even between friends."

## New Words

*To the Teacher:* write the three words on the board. Say each word and its meaning. The pupils copy the words into their exercise books.

| Word | Meaning in this book |
|---|---|
| **debt** | Money that you must still pay back. |
| **owe** | To have a debt to a person. "Musa owes Ama $100." |
| **promise** | Words that say: "I will do this." A loan record is a promise to pay. |

## Learn by Heart

> **A debt is money that you must still pay back.**
>
> **If you cannot pay, tell the lender before the day to pay.**

*To the Teacher:* write the two sentences on the board. The pupils say them aloud, all together, three times. Then each pupil says them alone.

## Exercise 1. Answer aloud.

*To the Teacher:* ask each question. The pupils answer aloud. Nobody writes.

1. What is a debt?
2. Musa owes Ama $100. Who is the lender?
3. What does a borrower say with a signature on a loan record?
4. Why did Musa not pay on 24 May?
5. Why is it bad to hide from the lender?
6. Why is it bad to borrow from a moneylender to pay Ama?

## Exercise 2. How much is still owed?

*To the Teacher:* write the model and the eight sentences on the board. The pupils write a short answer for each, like the model.

*Model.* Kofi owes $100. He pays $30. → **Kofi owes $70.**

1. Grace owes $50. She pays $20.
2. Juma owes $100. He pays $50.
3. Halima owes $80. She pays $25.
4. Peter owes $500. He pays $100.
5. Thandi owes $60. She pays $20, and then $20 again.
6. Fatuma owes $300. She pays $100, and then $50.
7. Kofi owes his uncle $30. He owes the shop $40. What is his total debt?
8. Musa owes Ama $100. He owes a group $150. He pays Ama $25. What is his total debt now?

## Exercise 3. Finish Musa's debt record.

*To the Teacher:* the first three lines are on the board from the Talk. They are the model. Add the next five lines, with an empty STILL OWED column. The pupils copy all eight lines and write each amount still owed.

| DATE | WHAT | PAID | STILL OWED |
|---|---|---|---|
| 22 May | new promise: $25 every Sunday | $0 | |
| 31 May | paid to Ama | $25 | |
| 7 June | paid to Ama | $25 | |
| 14 June | paid to Ama | $25 | |
| 21 June | paid to Ama | $25 | |

Then ask two questions. The pupils write the answers.

1. On what date is Musa's debt $0?
2. How much did Musa pay Ama in all, from 3 May to the end?

## Exercise 4. Good step or bad step?

*To the Teacher:* write **G** = good step and **B** = bad step on the board. Read the model aloud. Then read each sentence aloud two times. The pupils write its number and one letter.

*Model.* Musa goes to Ama before the day to pay. — **G**. Ama has time to make a new plan with him.

1. Musa hides when he sees Ama.
2. Musa tells Ama the truth about his sick child.
3. Musa borrows from a moneylender to pay Ama. He has no plan.
4. Musa and Ama write the new promise down. Both write their signatures.
5. Musa buys a new radio before he pays Ama.
6. Musa promises to pay $100 a week. He earns only $60 a week.
7. Musa keeps his copy of the new promise.
8. Musa spends less on wants until the debt is paid.
9. Musa says nothing. He waits for Ama to come to him.
10. Musa asks Ama for smaller amounts over more weeks.
11. Musa writes in his debt record each time he pays.
12. Musa tells Ama, "I will pay next week." He has no money for next week.
13. Musa pays Ama $25. He asks her for a receipt.
14. Musa pays Ama $25 at the market. Nobody writes anything.

## Exercise 5. Write the new promise.

*To the Teacher:* write the model on the board. Then write the two groups of facts. The facts are in a jumble.

The pupils write a new promise for each group, in the order of the model. They write the amount in words too. They leave the signature lines empty.

*Model.*

> **NEW PROMISE**
> Date: 22 May
> I, Musa, owe Ama $100 (one hundred).
> I will pay $25 every Sunday, for 4 weeks.
> Signature of the borrower: __
> **Signature of the lender: _____**

1. Lender: Grace · 3 weeks · Borrower: Halima · $90 · 5 June · $30 every Friday
2. $50 every Saturday · Borrower: Peter · $200 · 2 July · Lender: Juma · 4 weeks

## Exercise 6. Copy in your best handwriting.

The pupils copy the two sentences from the board (*Learn by Heart*). They write each sentence two times.

*To the Teacher:* the pupils use the handwriting from *Learning to Write*, or the joined handwriting from *Cursive* if they know it. Check three things: a capital letter at the start, a full stop at the end, and the spelling.

## After the Lesson

*To the Teacher:* ask each pupil to think about this question at home. What big thing do you want to buy in the next year? Lesson 20 begins with their answers.

## Answers (for the teacher)

**Exercise 1.** 1. Money that you must still pay back. 2. Ama. 3. "I will pay back the loan, as the record says." It is a promise. 4. His child was sick. He paid $60 for medicine. 5. The lender becomes angry and does not lend again. The debt does not go away. 6. Then he

owes the moneylender, who wants back more. His debt becomes bigger.

**Exercise 2.** 1. Grace owes $30. · 2. Juma owes $50. · 3. Halima owes $55. · 4. Peter owes $400. · 5. Thandi owes $20. · 6. Fatuma owes $150. · 7. Kofi's total debt is $70. · 8. Musa's total debt is $225.

*Number 8:* Musa owes Ama $75 and the group $150. 75 + 150 = 225.

**Exercise 3.**

| DATE | WHAT | PAID | STILL OWED |
|---|---|---|---|
| 22 May | new promise: $25 every Sunday | $0 | $100 |
| 31 May | paid to Ama | $25 | $75 |
| 7 June | paid to Ama | $25 | $50 |
| 14 June | paid to Ama | $25 | $25 |
| 21 June | paid to Ama | $25 | $0 |

1. 21 June. 2. $200 (50 + 50 + 25 + 25 + 25 + 25). He paid back the same amount that he borrowed. The last pay day was 21 June, not 31 May.

**Exercise 4.** 1 B · 2 G · 3 B · 4 G · 5 B · 6 B · 7 G · 8 G · 9 B · 10 G · 11 G · 12 B · 13 G · 14 B

*Number 6:* a promise that he cannot do is a bad promise. *Number 12:* this is also a promise that he cannot do. It is not the truth. *Number 14:* without a receipt or a signature, Musa has no proof that he paid.

**Exercise 5.**

> **NEW PROMISE**
> Date: 5 June
> I, Halima, owe Grace $90 (ninety).
> I will pay $30 every Friday, for 3 weeks.

> Signature of the borrower: __
> **Signature of the lender: _____**
>
> **NEW PROMISE**
> Date: 2 July
> I, Peter, owe Juma $200 (two hundred).
> I will pay $50 every Saturday, for 4 weeks.
> Signature of the borrower: __
> **Signature of the lender: _____**

*Check:* 3 × $30 = $90, and 4 × $50 = $200.

# Part Five. Saving and Compound Interest

# Lesson 20. Why Save?

## To the Teacher

**Get these things ready before the lesson:**

- a small tin or box with a hole in the top (a savings box)
- thirty small stones, beans or bottle tops (each one is $5)
- for Exercise 4A: sixty more stones for each group of pupils (here each stone is $100)
- chalk and the blackboard
- an exercise book, a ruler, and a pen or pencil for each pupil

**Time:** about 45 minutes. If your pupils are slow with numbers, do Exercises 4, 4A and 5 in a second meeting.

**In this lesson the pupils learn four things:**

1. To save is to keep some money now, to use later.
2. A little money each day grows into a big amount. $5 a day is $150 in a month.
3. People save for two reasons: for an emergency, and for a goal.
4. Save first, then spend. The savings go into the budget at the top of the OUT side.

**What you must know before you teach.** Read this part two times. Do not read it to the pupils.

Most people who save do not have much money. They save a little, again and again. $5 a day looks too small to matter. But in 30 days it is $150, and in one year it is more than $1,800.

The first reason to save is an emergency: a sick child, a broken roof. A person with savings can pay. A person with no savings must borrow, and often pays back more (Lessons 18 and 19).

The second reason is a goal: a goat, a sewing machine, school fees next year. Find the price of the goal. Then work out how much to save each week, and for how long.

**Money that comes only at harvest.** Many farmers get most of their money once a year, after the harvest. That money must last until the next harvest. Often a family spends a lot in the good months. Then the hungry season comes (Lesson 16), and the family must borrow. So the harvest money is savings too. First keep the money for seeds and school fees. Then share the rest into equal parts, one part for each month until the next harvest. Spend one part each month, and no more. Exercise 4A practises this. The pupils share stones into piles, so they need no new kind of sum.

**Savings in the budget.** Many people save only what is left over, and often nothing is left over. So in this book we save first. We write the savings on the first line of the OUT side of the budget (Lesson 10). The money goes out of the purse into the savings box, but it is still the person's own money.

**Savings in the cash book.** A pupil who keeps a cash book (Lesson 14) writes the money for the savings box in the OUT column: "to savings box". The cash in the purse is now less, so the balance must be less too. When money comes back from the box, it goes in the IN column: "from savings box". Then the cash and the balance still agree (Lesson 15). The savings box has its own record. Lesson 21 shows it.

## Begin the Page

*To the Teacher:* do this at the start of every lesson. Write the lesson title and the date on the board. Each pupil starts a new page in the exercise book. The pupils write the lesson title at the top and underline it with a ruler. Under it they write the date.

## The Talk

Read the teacher's words (**T**) aloud. Wait for the pupils to answer. Accept any answer with the same meaning.

*Hold up the savings box.*

**T.** This is Fatuma's box. Each day she puts one coin of $5 into it. How much is in it after one week?
**P.** $35.

*Put down the stones one at a time. The pupils count aloud in fives: 5, 10, 15 … up to 150.*

**T.** One stone is one day. How much is in the box after 30 days?
**P.** $150.

**T.** Yes. Fatuma does not spend this money. She keeps it for later. This is saving. The money in the box is her savings.

**T.** One day Fatuma's son is sick. She needs $100 for medicine today. What can she do?
**P.** She can take the money from her box.

**T.** And a woman with no savings?
**P.** She must borrow. She must pay back more.

**T.** Yes. A bad thing that comes suddenly and needs money now is an emergency.

**T.** Fatuma also wants a goat. A goat costs $500. After one month she has $150. Is that enough?
**P.** No.

**T.** How much does she have after two months? After three? After four?
**P.** $300. $450. $600.

**T.** After four months she can buy the goat. The goat is her goal.

**T.** Kofi says, "$5 is too small. Saving is only for rich people." What do you say to Kofi?
**P.** Small amounts grow. $5 a day is $150 in a month.

**Then do these steps.**

1. Draw Fatuma's budget for one month on the board. Fatuma grows vegetables and sells them.

| **Fatuma, one month: IN** | **Fatuma, one month: OUT** |
|---|---|
| vegetables sold $900 | savings box $150 |
| | food $400 |
| | school $200 |
| | water $60 |
| | soap $40 |
| **TOTAL IN** $900 | **TOTAL OUT** $850 |

**LEFT OVER** = $900 − $850 = $50

2. Point to *savings box $150*. Say: "Fatuma writes her savings first. She saves first. Then she spends."
3. Ask: "Is the $150 lost?" Expect: "No. It is still Fatuma's money. It is in her box."

**If a pupil says, "I have nothing to save":** look at the OUT side together. Is there a small want, like Kofi's tea in Lesson 9? Even $1 a day is $30 in a month. Say, "Start small. Small amounts grow."

**If a pupil says, "I save in goats, not in money":** say, "Yes. That is saving too. You can sell a goat later." Then ask, "Can a goat die? Can money be stolen?" Every way of saving has good and bad sides.

## New Words

*To the Teacher:* write the four words on the board. Say each word and its meaning. The pupils copy the words into their exercise books.

| Word | Meaning in this book |
|---|---|
| **save** | To keep money now, and not spend it, to use later. |
| **savings** | The money that you save. |
| **goal** | A thing that you save for. |
| **emergency** | A bad thing that comes suddenly and needs money now. |

## Learn by Heart

> **To save is to keep some money now, to use later.**
>
> **Save first. Then spend.**

*To the Teacher:* write the two sentences on the board. Leave them there until the end of the lesson. The pupils say them aloud, all together, three times. Then each pupil says them alone.

## Exercise 1. Answer aloud.

*To the Teacher:* ask each question. The pupils answer aloud. Nobody writes.

1. Fatuma saves $5 a day. How much does she have after 30 days?
2. Name two reasons to save.
3. What is an emergency? Give one example.
4. What is a goal? Give one example.
5. Where does Fatuma write her savings in her budget? Why?

## Exercise 2. Emergency or goal?

*To the Teacher:* write the two letters and their meanings on the board. Read the model aloud. Then read each numbered sentence

aloud two times. After each sentence, the pupils write its number and one letter.

- **E** if it is an emergency.
- **G** if it is a goal.

*Model.* Juma's goat breaks its leg. He needs money for the animal doctor today. — **E.** It comes suddenly, and it needs money now.

1. Grace wants a sewing machine next year.
2. Fire burns Peter's workshop. He needs new tools now.
3. Ama's child is sick. She needs medicine today.
4. Halima wants a new hammer in three months.
5. Thandi wants to visit her mother at the end of the year.
6. A storm breaks the roof of Musa's house. The rain comes in.
7. Kofi saves for a bicycle.
8. A thief takes Grace's needles. She needs new needles for her work tomorrow.
9. Ama saves for a market stall.
10. Peter wants school fees for his daughter next year.

## Exercise 3. How much is in the box?

*To the Teacher:* write the model and the six sentences on the board. The pupils write the sum and the answer for each one. They may add, or count in fives or tens.

*Model.* Fatuma saves $5 a day for 4 days. → 5 + 5 + 5 + 5 = 20. **She has $20.**

1. Kofi saves $5 a day for 6 days.
2. Grace saves $10 a day for 5 days.
3. Halima saves $20 a week for 4 weeks.
4. Peter saves $50 a week for 3 weeks.
5. Musa saves $100 a month for 6 months.
6. Fatuma saves $5 a day for 30 days.

## Exercise 4. When is there enough for the goal?

*To the Teacher:* write the model on the board. Read each sentence aloud and write it on the board. The pupils write the savings day by day (or week by week, or month by month). They stop at the first amount that is enough. Then they write the answer.

*Model.* Fatuma wants a goat. It costs $500. She saves $150 a month.

month 1 — $150 · month 2 — $300 · month 3 — $450 · month 4 — $600 **She can buy the goat in month 4.**

1. Kofi wants an exercise book. It costs $20. He saves $5 a day.
2. Grace wants a chicken. It costs $150. She saves $50 a week.
3. Ama wants a goat. It costs $500. She saves $100 a week.
4. Halima wants a bus ride to town. It costs $30. She saves $10 a day.
5. Juma wants a goat. It costs $500. He saves $200 a month.

## Exercise 4A. Make the harvest money last.

*To the Teacher:* write the model and the four sentences on the board. Give each group of pupils 60 stones. In this exercise each stone is $100. The pupils share the stones into piles, one pile for each month, one stone at a time. Then they count one pile. Quick pupils can try an amount and check it with a sum, like the model.

*Model.* Juma sells his maize in June. He gets $6,000. The next harvest money comes in 12 months.

60 stones in 12 piles: 5 stones in each pile. 5 stones are $500.
Check: 12 × $500 = $6,000.
**Juma can spend $500 each month.**

1. Amos gets $3,000 at harvest. The next harvest money comes in 6 months.
2. Fatuma gets $1,200 for her beans. It must last 4 months.

3. Juma gets $6,000. First he keeps $1,200 for seeds and school fees. The rest must last 12 months.
4. Halima gets $2,400. It must last 12 months. Her family needs $300 each month. Is it enough?

## Exercise 5. Build Thandi's budget. Save first.

*To the Teacher:* write the model line and the facts on the board, in this jumbled order. Read them aloud. The pupils draw the IN and OUT line for Thandi for one month. They put the savings on the first line of OUT. Then they write TOTAL IN, TOTAL OUT and LEFT OVER.

*Model.* The first line of Thandi's OUT side: **savings box $200**

**The facts:** food $800 · wage $2,000 · bus rides $120 · savings box $200 · her room $500 · to her mother $300 · soap $40

Then answer: How much does Thandi save in 6 months?

## Exercise 6. Copy in your best handwriting.

The pupils copy the two sentences from the board (*Learn by Heart*). They write each sentence two times.

*To the Teacher:* the pupils use the handwriting from *Learning to Write*, or the joined handwriting from *Cursive* if they know it. Look at every page. Check three things: a capital letter at the start, a full stop at the end, and the spelling.

## After the Lesson

*To the Teacher:* ask each pupil to choose one goal at home and find its price. Ask them also to find out where people in your village keep their savings. Do some people meet and save together? Lesson 21 begins with their answers. Do not ask any pupil how much money he or she has.

## Answers (for the teacher)

**Exercise 1.** 1. $150. 2. For an emergency, and for a goal. 3. A bad thing that comes suddenly and needs money now (a sick child, a broken roof). 4. A thing that you save for (a goat, school fees). 5. On the first line of the OUT side. She saves first, then she spends.

**Exercise 2.** 1 G · 2 E · 3 E · 4 G · 5 G · 6 E · 7 G · 8 E · 9 G · 10 G

*Number 8:* Grace needs the needles tomorrow for her work. It comes suddenly, so it is an emergency. *Numbers 4, 5 and 10:* the person knows about them months before. So they are goals.

**Exercise 3.** 1. $30 · 2. $50 · 3. $80 · 4. $150 · 5. $600 · 6. $150 (5 × 30 = 150)

**Exercise 4.** 1. 5, 10, 15, 20: day 4. · 2. 50, 100, 150: week 3. · 3. 100, 200, 300, 400, 500: week 5. · 4. 10, 20, 30: day 3. · 5. 200, 400, 600: month 3 (Juma has $100 more than the price).

**Exercise 4A.**

1. 30 stones in 6 piles: 5 in each. $500 each month. (6 × $500 = $3,000)
2. 12 stones in 4 piles: 3 in each. $300 each month. (4 × $300 = $1,200)
3. $6,000 − $1,200 = $4,800. 48 stones in 12 piles: 4 in each. $400 each month. (12 × $400 = $4,800)
4. No. 24 stones in 12 piles: 2 in each, so only $200 each month. Her family needs $300. In 12 months that is $3,600 (12 × $300). She needs $1,200 more. She must make OUT smaller or IN bigger (Lesson 10).

*Number 4:* talk about Halima with the class. She can grow a second crop, sell eggs, or spend less on wants. She must not plan to borrow every hungry season (Lesson 19).

**Exercise 5.**

| Thandi, one month: IN | Thandi, one month: OUT |
|---|---|
| wage $2,000 | savings box $200 |
| | food $800 |
| | her room $500 |
| | to her mother $300 |
| | bus rides $120 |
| | soap $40 |
| **TOTAL IN** $2,000 | **TOTAL OUT** $1,960 |

**LEFT OVER** = $2,000 − $1,960 = $40

The other OUT lines may come in any order. Only the savings must be first. These are Thandi's numbers from Lesson 10, with the savings in place of the new shirt. In 6 months Thandi saves $200 six times = $1,200.

# Lesson 21. Where to Keep Savings

## To the Teacher

**Get these things ready before the lesson:**

- Fatuma's savings box from Lesson 20
- a lock and key, if you have one (it is not necessary)
- chalk and the blackboard
- an exercise book, a ruler, and a pen or pencil for each pupil

**Time:** about 45 minutes. If your pupils have many questions about savings groups, teach the lesson in two meetings.

**In this lesson the pupils learn four things:**

1. Savings at home are not safe. A thief, a fire or rats can take them. Prices rise.
2. A savings group meets, saves, lends to its members and shares out the money.
3. A bank account or a telephone account keeps money for you.
4. Never tell anyone your secret number. Never give your savings to a stranger who promises a big gain.

**What you must know before you teach.** Read this part two times. Do not read it to the pupils.

**At home.** Money at home can be stolen or burnt, and rats eat paper notes. A person sees it every day and wants to spend it. Prices also rise (Lesson 16), so money kept at home for years buys less.

**The savings group.** In many villages 15 to 25 people form a savings group. They meet each week, and each member puts in money. One member writes every amount in the record. The money stays in a box with three locks, and three different members each keep one key.

The group lends money from the box to its members, and the borrower pays back a little more. After about one year the group opens the box and shares out all the money. Each member gets her savings back, and a share of the extra money. (In another kind of group, the members take all the money in turn, and it does not grow.)

**Check the group record.** Each member also keeps her own small book. At each meeting, the member who writes the record writes the amount in the group record and in the member's own book. The member checks that the two agree. A member who cannot read asks a person whom she trusts to check. The money comes back only at the share-out. Each group chooses its own share-out day, so ask it when you join. A savings goal must have a date on or after that day.

**The bank and the telephone account.** A bank keeps money for you and gives you a record of it. In most countries the government checks the banks. But a bank may be far away, may ask for papers with your name, and may take a small amount each month.

In many countries a telephone company also keeps money in an account. You can send and get money with the telephone. A secret number (a PIN) protects the account. The company never asks for this number, so a person who asks for it is a thief. After each payment, the company sends a message. This message is a receipt. Keep it.

**Cheats.** A stranger promises to make your money two times bigger in a few weeks. He pays the first people with the money of later people, then goes away with everything. Teach the rule: if a person promises a very big gain quickly, keep your money.

## Begin the Page

*To the Teacher:* do this at the start of every lesson. Write the lesson title and the date on the board. Each pupil starts a new page in the

exercise book. The pupils write the lesson title at the top and underline it with a ruler. Under it they write the date.

## The Talk

Read the teacher's words (**T**) aloud. Accept any answer with the same meaning. Begin with the pupils' answers from Lesson 20: where do people in your village keep their savings?

**T.** Fatuma keeps her savings box under her bed. What bad things can happen to it?
**P.** A thief can take it. A fire can burn it. Rats can eat the notes.

**T.** Fatuma sees the box every day. What does she want to do?
**P.** She wants to spend the money.

**T.** In Lesson 16, prices rise. What happens to money that stays at home for years?
**P.** It buys less.

**T.** So savings at home are not safe. Now Fatuma joins a savings group. Twenty women meet each week.

**Then do these steps.**

1. Draw a box on the board. Draw three locks on it. Write *Fatuma's savings group* above it.
2. Say: "Each week each member puts $50 into the box. One member writes it in the record."
3. Ask: "Three members keep the three keys. Why?" Expect: "Then one person cannot open the box alone."
4. Say: "Ama needs $200 for her chickens. The group lends it from the box. Later she pays back $220."
5. Say: "At the end of the year the group opens the box. Each member gets her savings back. She also gets a share of the extra money."
6. Say: "Fatuma has her own small book. Each week $50 is written in it, and in the group record. Fatuma checks that the

two agree."

**T.** A bank also keeps money. Fatuma opens an account at the bank. What does the bank give her?
**P.** A record of her money.

**T.** Some people keep money in a telephone account. What must they never tell anyone?
**P.** The secret number.

**T.** A stranger says, "Give me $100. Next month I give you $200." What do you do?
**P.** I keep my money. He is lying.

**If a pupil says, "A bank is only for rich people":** say, "Some banks keep small accounts. First ask how much the bank takes each month. A savings group is for every person."

**If a pupil says, "My cousin got $200 for $100 from that man":** say, "The first people often get money. It is the money of the later people. The later people lose everything."

## New Words

*To the Teacher:* write the four words on the board. Say each word and its meaning. The pupils copy the words into their exercise books.

| Word | Meaning in this book |
|---|---|
| **safe** | Not easy to lose, to steal or to burn. |
| **bank** | A business that keeps money for people and lends money to people. |
| **account** | Your money and the record of it, kept for you by a bank or a telephone company. |
| **savings group** | A group of people who meet, save together and lend to each other. |

## Learn by Heart

> **Keep your savings in a safe place.**
>
> **Never tell anyone your secret number.**

*To the Teacher:* write the two sentences on the board. Leave them there until the end of the lesson. The pupils say them aloud, all together, three times. Then each pupil says them alone.

## Exercise 1. Answer aloud.

*To the Teacher:* ask each question. The pupils answer aloud. Nobody writes.

1. Name three bad things that can happen to money at home.
2. Why does the savings group box have three locks?
3. What does a savings group do with the money at the end of the year?
4. What does a bank give you when you open an account?
5. A man says, "I work for the telephone company. Tell me your secret number." What do you do?

## Exercise 2. Safe or not safe?

*To the Teacher:* write the two letters and their meanings on the board. Read the model aloud. Then read each numbered sentence aloud two times. The pupils write its number and one letter.

- **S** if the savings are safe.
- **N** if the savings are not safe.

*Model.* Fatuma keeps $1,000 in a tin under her bed. — **N**. A thief or a fire can take it.

1. Grace keeps her savings in a savings group. The box has three locks.

2. Musa tells his secret number to a man at the bus stop.
3. Ama keeps $2,000 in a pot in her kitchen.
4. Peter has a bank account. The bank gives him a record of his money.
5. A stranger says, "Give me $500. Next week I give you $1,000." Kofi gives it.
6. Thandi keeps her wage in her telephone account. Nobody knows her secret number.
7. A man calls Juma. "I work for the telephone company. Tell me your secret number." Juma tells him.
8. In Musa's group, one member keeps the box and all three keys.
9. Ama checks her bank record each month.
10. Musa writes his secret number on the back of his telephone.

## Exercise 3. Which place is it?

*To the Teacher:* write the four letters and their meanings on the board. Read the model aloud. Then read each numbered sentence aloud two times. The pupils write its number and one letter.

- **H** for savings at home.
- **G** for a savings group.
- **B** for a bank.
- **T** for a telephone account.

*Model.* Rats can eat the notes. — **H**.

1. Three members keep three keys.
2. You need a secret number.
3. A thief can find it under the bed.
4. You may need to take the bus to town.
5. The members meet each week.
6. The group lends money to its members.
7. It asks for papers with your name.

8. You can send money to your mother in another town.

## Exercise 4. Build Fatuma's savings record.

*To the Teacher:* draw the record on the board with three columns and the first line filled in. Then read the facts aloud, one at a time. The pupils copy the record and write one line for each week.

*Model.*

| WEEK | PUT IN | SAVED |
|---|---|---|
| 1 | $50 | $50 |

**The facts (read aloud):**

- Week 2: Fatuma puts in $50.
- Week 3: she puts in $50.
- Week 4: she sells many vegetables. She puts in $100.
- Week 5: she puts in $50.
- Week 6: she has no money this week. She puts in $0.
- Week 7: she puts in $50.
- Week 8: she puts in $50.

Then answer: Fatuma's goal is a goat for $500. How much more does she need?

Then answer a second question: At week 8 the group record says Fatuma saved $350. What must she do?

## Exercise 5. Put the words in order. Write the sentence.

*To the Teacher:* write the model and the four groups of words on the board. These are rules of a savings group.

*Model.* meet · week · we · each → **We meet each week.**

1. secret · your · number · keep
2. three · the · has · locks · box

3. member · each · $50 · puts in
4. stranger · never · savings · your · give · a · to

## Exercise 6. Copy in your best handwriting.

The pupils copy the two sentences from the board (*Learn by Heart*). They write each sentence two times.

*To the Teacher:* the pupils use the handwriting from *Learning to Write*, or the joined handwriting from *Cursive* if they know it. Look at every page. Check three things: a capital letter at the start, a full stop at the end, and the spelling.

## After the Lesson

*To the Teacher:* ask the pupils to find out one thing at home. A person keeps $100 in a bank for one year. Does the bank give back more than $100? How much more? Lesson 22 begins with their answers.

Before Lesson 22, collect 200 beans or small stones.

## Answers (for the teacher)

**Exercise 1.** 1. A thief can take it; a fire can burn it; rats can eat the notes. (Also: you want to spend it; prices rise.) 2. So that one person cannot open the box alone. 3. It shares out the money. Each member gets her savings back and a share of the extra money. 4. A record of your money. 5. Do not tell him. The company never asks for the number.

**Exercise 2.** 1 S · 2 N · 3 N · 4 S · 5 N · 6 S · 7 N · 8 N · 9 S · 10 N

*Number 8:* one person can open the box alone, so it is not safe. *Number 10:* a thief who takes the telephone finds the number.

**Exercise 3.** 1 G · 2 T · 3 H · 4 B · 5 G · 6 G · 7 B · 8 T

*Number 6:* a bank also lends money, so accept **B** if the pupil explains. *Number 8:* some banks also send money, so accept **B**.

**Exercise 4.**

| WEEK | PUT IN | SAVED |
|---|---|---|
| 1 | $50 | $50 |
| 2 | $50 | $100 |
| 3 | $50 | $150 |
| 4 | $100 | $250 |
| 5 | $50 | $300 |
| 6 | $0 | $300 |
| 7 | $50 | $350 |
| 8 | $50 | $400 |

She needs $500 − $400 = $100 more.

Fatuma's own record says $400, and the group record says $350. The difference is $50 (Lesson 15). She tells the group at the meeting. Together they check the record, week by week, and correct the mistake with one line through it.

**Exercise 5.** 1. Keep your secret number. · 2. The box has three locks. · 3. Each member puts in $50. · 4. Never give your savings to a stranger.

# Lesson 22. Interest

## To the Teacher

**Get these things ready before the lesson:**

- 200 beans or small stones. Before the lesson, make 20 piles of 10.
- chalk and the blackboard
- an exercise book, a ruler, and a pen or pencil for each pupil

**Time:** about 45 minutes. If your pupils find the sums hard, do Exercises 3 and 4 in a second meeting.

**In this lesson the pupils learn four things:**

1. Interest is the price of using another person's money.
2. A bank pays interest to a person who saves. A borrower pays interest to the lender.
3. The rate tells how much interest for every $100. 10 in every 100 is 10 per cent (10%).
4. How to work out 10% of an amount.

**What you must know before you teach.** Read this part two times. Do not read it to the pupils.

A lender cannot use his money while another person has it, and he may lose it. So the lender asks for more money back. This extra money is interest: the price of using another person's money.

A bank pays interest to savers. It lends their money to borrowers, and the borrowers pay the bank more interest. The difference pays for the bank's workers and buildings.

**The rate.** "10 in every 100 each year" is a rate. We also say "10 per cent" and write "10%". Per cent means "in every 100".

A rate always says for how long: each year, each month or each week. 10% each year and 10% each month are very different (Lesson 25).

**Our numbers are for learning.** In this book savings get 10% each year, because the sums are easy. Real banks often pay savers much less: 1, 2 or 5 in every 100 each year, or nothing. Some lenders ask for 10% or more each month. Tell the pupils this.

**How to work out 10%.** Count the hundreds. For each 100, the interest is 10. So 10% of 500 is five tens, which is 50.

A short way for amounts that end in 0: take one 0 from the end. 10% of 300 is 30, and 10% of 150 is 15.

**Faith.** Some faiths and communities forbid interest. Many Muslims do not take or pay it. Jewish law forbids interest between Jews. In the past many Christian teachers forbade it too. Some banks pay no interest; they share the gain of a business with the saver instead. Teach interest as a fact, without judgment, and never press a pupil to take or pay it.

Lesson 23 shows that growth on growth is also true of goats, trees and a business. So the next lesson is useful even to a pupil who never takes interest.

## Begin the Page

*To the Teacher:* do this at the start of every lesson. Write the lesson title and the date on the board. Each pupil starts a new page in the exercise book. The pupils write the lesson title at the top and underline it with a ruler. Under it they write the date.

## The Talk

Read the teacher's words (**T**) aloud. Accept any answer with the same meaning. Begin with the pupils' answers from Lesson 21: does a bank give back more than $100?

**T.** Musa borrows $100 for one year. At the end of the year he pays back $110. Why does he pay $10 more?
**P.** Because he used the lender's money.

**T.** Yes. For one year the lender cannot use his own money. The extra $10 is interest. Interest is the price of using another person's money.

**T.** Now Fatuma keeps $100 in a bank for one year. The bank gives her back $110. Who pays the interest?
**P.** The bank.

**T.** Who gets the interest?
**P.** Fatuma.

**T.** Why can the bank pay her?
**P.** *(Let the pupils guess. Then say:)* The bank lends her money to other people. They pay interest to the bank.

*Put 10 piles of 10 beans on the floor or a desk in front of the class. Count them with the pupils: 10, 20 ... 100.*

**T.** Here are 100 beans. The bank pays 10 in every 100. How many beans is that?
**P.** One pile. 10 beans.

**T.** We call this the rate. We say "10 per cent". Per cent means "in every 100".

*Put down 10 more piles.*

**T.** Fatuma keeps $200 in the bank. How much interest does she get in one year?
**P.** $20. For each 100, she gets 10.

**T.** Some people do not take or pay interest. Their faith forbids it. We respect their choice. Their savings can grow in other ways, like a herd of goats.

**Then do these steps.**

1. Draw the IN and OUT line for Musa and for Fatuma.

| Musa, one year: IN | Musa, one year: OUT |
|---|---|
| loan $100 | pays back $100 |
| | interest $10 |

| Fatuma, one year: IN | Fatuma, one year: OUT |
|---|---|
| takes back her savings $100 | puts savings in the bank $100 |
| interest $10 | |

2. Point to the two lines. Say: "For the borrower, interest is OUT. For the person who saves, interest is IN."
3. Write on the board: **10 in every 100** = **10 per cent** = **10%.** Say: "% is the sign for per cent."
4. Show the short way. Write: 300 → 30 · 500 → 50 · 150 → 15. Say: "Take one 0 from the end."
5. Write on the board, under *Fatuma*: **At the start: $100 · Interest: $10 · At the end: $110.** Say: "Remember these three lines. We use them again in the next lesson."

**If a pupil says, "Interest is wrong":** say, "Some people think so, and some faiths forbid it. In this lesson we learn how it works. Then each person can choose."

**If a pupil says, "10% of 500 is 10":** show five piles of 100 beans, or draw five boxes of 100. Take 10 from each box. Count: 10, 20, 30, 40, 50.

## New Words

*To the Teacher:* write the three words on the board. Say each word and its meaning. The pupils copy the words into their exercise books.

| Word | Meaning in this book |
|---|---|
| **interest** | The price of using another person's money. |
| **rate** | How much interest for every $100, for each year, month or week. |
| **per cent (%)** | In every 100. 10% means 10 in every 100. |

*To the Teacher:* in this book **interest** always means money paid for the use of money. It has no other meaning.

## Learn by Heart

> **Interest is the price of using another person's money.**
>
> **10 per cent means 10 in every 100.**

*To the Teacher:* write the two sentences on the board. Leave them there until the end of the lesson. The pupils say them aloud, all together, three times. Then each pupil says them alone.

## Exercise 1. Answer aloud.

*To the Teacher:* ask each question. The pupils answer aloud. Nobody writes.

1. What is interest?
2. Who pays interest: the borrower or the lender?
3. Fatuma keeps money in a bank. Who pays interest to her?
4. Why can a bank pay interest?
5. What does "per cent" mean?

## Exercise 2. Does this person get interest or pay interest?

*To the Teacher:* write the three letters and their meanings on the board. Read the model aloud. Then read each numbered sentence aloud two times. The pupils write its number and one letter. The letter is always for the **first** person in the sentence.

- **G** if the person gets interest.
- **P** if the person pays interest.
- **X** if there is no interest.

*Model.* Fatuma keeps $100 in a bank for one year. The bank gives her $110. — **G**. She gets $10 more.

1. Musa borrows $200. After one year he pays back $220.
2. Grace keeps $300 in a bank. After one year the bank gives her $330.
3. Kofi borrows $50 from his brother. He pays back $50.
4. Ama keeps $500 in a tin at home. After one year she has $500.
5. Peter borrows $1,000 from a bank. He pays back $1,100.
6. Juma lends $100 to Musa. Musa pays him back $110.
7. Halima borrows $100 from her savings group. She pays back $110.
8. A bank lends $500 to Ama. Ama pays back $550.

## Exercise 3. Work out 10%.

*To the Teacher:* write the model and the seven amounts on the board. The pupils write the answer for each amount. They may count the hundreds, or use the short way.

*Model.* 10% of $300. 300 has 3 hundreds. For each 100, 10. 10 + 10 + 10 = 30. → **$30**

1. 10% of $100
2. 10% of $200
3. 10% of $500
4. 10% of $1,000

5. 10% of $150
6. 10% of $50
7. 10% of $2,000 (Thandi's wage for one month)

## Exercise 4. One year of savings at 10%.

*To the Teacher:* write the model on the board. Then write the five names and amounts. Each person keeps the money in a bank for one year at 10%. The pupils write the three lines for each person.

*Model.* Fatuma, $100.

At the start: $100
Interest: $10
At the end: $110

1. Grace, $200
2. Ama, $500
3. Halima, $300
4. Peter, $1,000
5. Kofi, $150

## Exercise 5. Write the missing word.

*To the Teacher:* write the six sentences on the board, with a line for each missing word. The pupils copy each sentence and write the missing word.

1. Interest is the _____ of using another person's money.
2. The borrower _____ interest to the lender.
3. A bank pays interest to people who _____ money.
4. Per cent means "in every _____".
5. 10 in every 100 is 10 _____.
6. The _____ tells how much interest for every $100.

## Exercise 6. Copy in your best handwriting.

The pupils copy the two sentences from the board (*Learn by Heart*). They write each sentence two times.

*To the Teacher:* the pupils use the handwriting from *Learning to Write*, or the joined handwriting from *Cursive* if they know it. Look at every page. Check three things: a capital letter at the start, a full stop at the end, and the spelling.

## After the Lesson

*To the Teacher:* leave Fatuma's three lines on the board, or copy them into your book. At the end of the lesson, ask the pupils this question. Do not give the answer.

> **Fatuma leaves her $110 in the bank for one more year. After the second year, does the bank pay her $10 or $11?**

The pupils think about it at home. Lesson 23 begins with their answers. Ask also: "Who keeps goats? How many kids does a goat have in one year?"

Before Lesson 23, collect 40 small stones. They are Juma's goats.

## Answers (for the teacher)

**Exercise 1.** 1. The price of using another person's money. 2. The borrower. 3. The bank. 4. The bank lends the money to other people, and they pay interest to the bank. 5. In every 100.

**Exercise 2.** 1 P · 2 G · 3 X · 4 X · 5 P · 6 G · 7 P · 8 G

*Number 4:* money at home gets no interest. *Numbers 6 and 8:* the first person is the lender, so the first person gets the interest. *Number 7:* a savings group also lends; Halima pays $10 more, so she pays interest.

**Exercise 3.** 1. $10 · 2. $20 · 3. $50 · 4. $100 · 5. $15 · 6. $5 · 7. $200

*Number 4:* 1,000 has 10 hundreds, so 10 tens = 100. *Numbers 5 and 6:* use the short way. 150 → 15. 50 → 5.

**Exercise 4.**

| Name | At the start | Interest | At the end |
|---|---|---|---|
| Grace | $200 | $20 | $220 |
| Ama | $500 | $50 | $550 |
| Halima | $300 | $30 | $330 |
| Peter | $1,000 | $100 | $1,100 |
| Kofi | $150 | $15 | $165 |

**Exercise 5.** 1. price · 2. pays · 3. save · 4. 100 (hundred) · 5. per cent (or %) · 6. rate

**The question for Lesson 23 (do not tell the pupils yet).** The bank pays $11, because it pays 10% of $110, not of $100. At the end of the second year Fatuma has $121. This is interest on interest. Lesson 23 teaches it.

# Lesson 23. Compound Interest

## To the Teacher

**Get these things ready before the lesson:**

- about 70 small stones or beans (they stand for goats)
- chalk and the blackboard
- an exercise book, a ruler, and a pen or pencil for each pupil

**Time:** about 60 minutes. You can teach the goats in one meeting and the money in the next.

**In this lesson the pupils learn four things:**

1. When the new goats also have young, the goats grow faster every year.
2. Simple interest is interest on the first amount only.
3. Compound interest is interest on the interest too.
4. How to fill a table, row by row.

**What you must know before you teach.** Read this part two times. Do not read it to the pupils.

In Lesson 22 the bank paid Fatuma 10 in every 100 each year (10%). There are two ways to pay this interest. With **simple interest**, the bank pays interest on the first amount only. So $100 gets $10 every year: 110, 120, 130, 140, 150.

With **compound interest**, the interest stays with the savings. Next year the bank pays interest on the interest too. So $100 becomes 110, 121, 133, 146, 161. After 5 years this is $11 more than simple interest, and the difference grows every year.

This book uses whole dollars only. After 3 years the exact amount is $133 and one tenth of $1 (133.1). We write 133. Teach the pupils this rule for 10 in every 100: **Cover the last figure. If the covered**

**figure is 5 or more, add 1.** So 10% of 133 is 13, and 10% of 146 is 15.

A bank counts parts of a dollar, so its numbers can be different by $1 or $2. In every row, AT THE START is the AT THE END of the row above.

**The goats.** Juma has 8 goats. Each year, every 2 goats give 1 new goat, and next year the new goats have young too: 8, 12, 18, 27, 40. A goat cannot be half, so we leave out the half: 27 goats give 13 new goats. If only the first 8 goats had young, the numbers are 8, 12, 16, 20, 24.

Tell the pupils that this is a picture. Real goats also die, and farmers sell goats. But the idea is true, for goats, for trees and for a small trade.

Some faiths and communities do not allow interest. Some pupils do not take or pay it. Respect this. The goats show the same growth with no interest at all.

## Begin the Page

*To the Teacher:* do this at the start of every lesson. Write the lesson title and the date on the board. Each pupil starts a new page in the exercise book. The pupils write the lesson title at the top and underline it with a ruler. Under it they write the date.

## The Talk

Teach in these steps. Read the **T** lines aloud. The **P** lines show the answers to expect.

1. Put 8 stones in a line on the floor or on a desk. Say: "These are Juma's 8 goats. Each year, every 2 goats give 1 new goat."
2. Write on the board: **Juma's goats**. Draw a table with four columns and four empty rows: YEAR · AT THE START · NEW GOATS · AT THE END.

**T.** How many new goats come in the first year?
**P.** 4 new goats.

**T.** How many goats does Juma have at the end of the year?
**P.** 12 goats.

3. Add 4 stones. Write row 1: 1 · 8 · 4 · 12.

**T.** Next year, which goats have young? Only the first 8 goats?
**P.** No. All 12 goats have young. So 6 new goats come. Juma has 18.

4. Fill rows 2, 3 and 4 with the pupils. Add the stones each time. In year 4, 27 goats give 13 new goats. Say: "A goat cannot be half. We leave out the half."

| YEAR | AT THE START | NEW GOATS | AT THE END |
|---|---|---|---|
| 1 | 8 | 4 | 12 |
| 2 | 12 | 6 | 18 |
| 3 | 18 | 9 | 27 |
| 4 | 27 | 13 | 40 |

5. Draw a second table beside it: **Only the first 8 goats have young.** Say: "On this farm, the young goats never have young." Fill it with the pupils. There are 4 new goats every year.

| YEAR | AT THE START | NEW GOATS | AT THE END |
|---|---|---|---|
| 1 | 8 | 4 | 12 |
| 2 | 12 | 4 | 16 |
| 3 | 16 | 4 | 20 |
| 4 | 20 | 4 | 24 |

**T.** After 4 years, which farm has more goats? Why?
**P.** Juma's farm has 40 goats. The other farm has 24. On Juma's farm

the new goats also have young.

6. Clean the board. Say: "Fatuma saves $100 in the bank. The rate is 10 in every 100 each year." Draw two money tables with the columns YEAR · AT THE START · INTEREST · AT THE END. Fill the simple interest table first. Then fill the compound interest table, row by row, with the pupils. Write the rule on the board and use it in every row.

**Simple interest: interest on the first $100 only**

| YEAR | AT THE START | INTEREST | AT THE END |
|---|---|---|---|
| 1 | 100 | 10 | 110 |
| 2 | 110 | 10 | 120 |
| 3 | 120 | 10 | 130 |
| 4 | 130 | 10 | 140 |
| 5 | 140 | 10 | 150 |

**Compound interest: interest on all the money**

| YEAR | AT THE START | INTEREST | AT THE END |
|---|---|---|---|
| 1 | 100 | 10 | 110 |
| 2 | 110 | 11 | 121 |
| 3 | 121 | 12 | 133 |
| 4 | 133 | 13 | 146 |
| 5 | 146 | 15 | 161 |

**T.** In year 2, why is the compound interest $11, not $10?
**P.** The bank also pays interest on the $10 of interest.

**T.** Which money table is like Juma's goats?
**P.** The compound interest table. The interest also gets interest.

**If a pupil says, "13 and a half goats":** say, "A goat cannot be half. We leave out the half."

**If a pupil says, "My faith does not allow interest":** say, "Follow your faith. The goats show the same growth with no interest."

## New Words

*To the Teacher:* write the four words on the board. Say each word and its meaning. The pupils copy the words into their exercise books.

| Word | Meaning in this book |
|---|---|
| **simple interest** | Interest on the first amount only. |
| **compound interest** | Interest on the first amount and on the interest too. |
| **table** | Numbers in rows and columns. |
| **row** | A line of a table that goes across, from left to right. |

*To the Teacher:* a **column** goes down (Lesson 14). A **row** goes across. A row is a line across a table, like a line of the cash book. In this book the word **table** always means rows and columns of numbers. It has no other meaning.

## Learn by Heart

> **Simple interest is interest on the first amount only.**
>
> **Compound interest is interest on the interest too.**

*To the Teacher:* write the two sentences on the board. Leave them there until the end of the lesson. The pupils say them aloud, all together, three times. Then each pupil says them alone.

## Exercise 1. Answer aloud.

*To the Teacher:* ask each question. The pupils answer aloud. Nobody writes.

1. Juma has 8 goats. Every 2 goats give 1 new goat. How many new goats come?
2. Why do Juma's goats grow faster every year?
3. What is simple interest?
4. What is compound interest?
5. Does a row go across or down?
6. Fatuma saves $100 for 5 years with compound interest. Does she get more than $150?

## Exercise 2. Find 10 in every 100.

*To the Teacher:* write the rule, the two models and the ten numbers on the board. The pupils write each number and its 10 in every 100 in their exercise books.

**Rule:** Cover the last figure. If the covered figure is 5 or more, add 1.

*Model.* 133 → cover the 3 → 13. The 3 is less than 5. So 10% of 133 is **13**.

*Model.* 146 → cover the 6 → 14. The 6 is 5 or more. Add 1. So 10% of 146 is **15**.

1. 110
2. 120
3. 121
4. 150
5. 161
6. 177
7. 220
8. 242
9. 266

10. 195

## Exercise 3. Fill the goat table.

*To the Teacher:* write the facts and the model row on the board. Read the facts aloud two times. The pupils draw both tables in their exercise books and fill 4 rows in each.

**Facts:** Amos is Juma's neighbour. He has 16 goats. Every 2 goats give 1 new goat each year.

**Table A:** all the goats have young, the new goats too. **Table B:** only the first 16 goats have young.

*Model.* The first row is the same in both tables:

| YEAR | AT THE START | NEW GOATS | AT THE END |
|---|---|---|---|
| 1 | 16 | 8 | 24 |

Then the pupils answer: After 4 years, how many more goats are in Table A than in Table B?

## Exercise 4. Fill the money table.

*To the Teacher:* write the facts and the model row on the board. The pupils draw both tables and fill 4 rows in each. Remind them to use the rule from Exercise 2 in every row.

**Facts:** Grace saves $200. The rate is 10 in every 100 each year.

**Table A:** simple interest. **Table B:** compound interest.

*Model.* The first row is the same in both tables:

| YEAR | AT THE START | INTEREST | AT THE END |
|---|---|---|---|
| 1 | 200 | 20 | 220 |

Then the pupils answer: After 4 years, how much more money is in Table B than in Table A?

## Exercise 5. Simple or compound?

*To the Teacher:* write **S** (simple) and **C** (compound) on the board. Read the model aloud. Then read each sentence aloud two times. The pupils write its number and one letter.

*Model.* Fatuma leaves her interest in the bank. Next year it gets interest too. — **C**.

1. Thandi takes her interest out every year. She spends it.
2. Juma keeps all his new goats. Next year they have young too.
3. Amos sells all his new goats every year.
4. A tree drops seeds. The seeds grow into trees. These trees drop seeds too.
5. Musa borrows $100. Every year he pays $10 interest on the $100.
6. The savings group adds Fatuma's interest to her savings. Next year all of it gets interest.
7. Ama sells eggs. She buys more chickens with the money. The new chickens lay eggs too.
8. Peter gets $10 interest every year. He puts it in a box at home.

## Exercise 6. Copy in your best handwriting.

The pupils copy the two sentences from the board (*Learn by Heart*). They write each sentence two times.

*To the Teacher:* the pupils use the handwriting from *Learning to Write*, or the joined handwriting from *Cursive* if they know it. Look at every page. Check three things: a capital letter at the start, a full stop at the end, and the spelling.

## After the Lesson

*To the Teacher:* tell the pupils to keep their tables from this lesson. Lesson 24 adds more rows to Fatuma's table and to Grace's table.

Ask each pupil to think of a person who saved money for many years.

## Answers (for the teacher)

**Exercise 1.** 1. 4 new goats. 2. The new goats also have young. 3. Interest on the first amount only. 4. Interest on the first amount and on the interest too. 5. Across. 6. Yes. She gets $161.

**Exercise 2.** 1. 11 2. 12 3. 12 4. 15 5. 16 6. 18 (the covered 7 is 5 or more, so add 1) 7. 22 8. 24 9. 27 (the covered 6 is 5 or more, so add 1) 10. 20 (the covered 5 is 5 or more, so add 1)

**Exercise 3.**

Table A (all the goats have young):

| YEAR | AT THE START | NEW GOATS | AT THE END |
|---|---|---|---|
| 1 | 16 | 8 | 24 |
| 2 | 24 | 12 | 36 |
| 3 | 36 | 18 | 54 |
| 4 | 54 | 27 | 81 |

Table B (only the first 16 goats have young):

| YEAR | AT THE START | NEW GOATS | AT THE END |
|---|---|---|---|
| 1 | 16 | 8 | 24 |
| 2 | 24 | 8 | 32 |
| 3 | 32 | 8 | 40 |
| 4 | 40 | 8 | 48 |

After 4 years, Table A has 33 more goats (81 − 48 = 33).

**Exercise 4.**

Table A (simple interest):

| YEAR | AT THE START | INTEREST | AT THE END |
|---|---|---|---|
| 1 | 200 | 20 | 220 |
| 2 | 220 | 20 | 240 |
| 3 | 240 | 20 | 260 |
| 4 | 260 | 20 | 280 |

Table B (compound interest):

| YEAR | AT THE START | INTEREST | AT THE END |
|---|---|---|---|
| 1 | 200 | 20 | 220 |
| 2 | 220 | 22 | 242 |
| 3 | 242 | 24 | 266 |
| 4 | 266 | 27 | 293 |

After 4 years, Table B has $13 more (293 − 280 = 13). In year 4, 10% of 266 is 27: the covered 6 is 5 or more, so add 1.

**Exercise 5.** 1 S · 2 C · 3 S · 4 C · 5 S · 6 C · 7 C · 8 S

*Numbers 1 and 8:* the interest leaves the savings, so only the first amount gets interest. *Number 3:* the new goats leave, so only the first goats have young. *Number 7:* this is not interest, but it is the same growth on growth.

# Lesson 24. Time Makes Savings Grow

## To the Teacher

**Get these things ready before the lesson:**

- the pupils' exercise books with their tables from Lesson 23
- chalk and the blackboard
- an exercise book, a ruler, and a pen or pencil for each pupil

**Time:** about 50 minutes.

**In this lesson the pupils learn three things:**

1. At 10 in every 100 each year, money doubles in about 7 years.
2. A saver who starts early has much more than a saver who starts late.
3. A small amount is enough to start. Leave the savings in, and wait.

**What you must know before you teach.** Read this part two times. Do not read it to the pupils.

In Lesson 23 Fatuma's $100 became $161 after 5 years. Use the same rule for two more rows. After 6 years she has $177, and after 7 years she has $195. The exact amount is 194.9, nearly 200. So at 10 in every 100 each year, money doubles in about 7 years.

A rule for you, not for the pupils: divide 72 by the rate. The answer is about the number of years to double. At 10 in every 100, it is about 7 years. At 5 in every 100, it is about 14 years, and at 2 in every 100, about 36 years.

Be honest with the pupils. 10 in every 100 each year is a number for teaching. Real banks pay savers much less, often less than 5 in every 100. Prices also rise (Lesson 16), so the money buys less later. But the idea stays true: with compound interest, time makes small savings big.

**The two savers.** Kofi puts $100 in the bank now. Thandi puts $100 in the bank five years later. Both leave the money there. At the end of year 10, Kofi has $261 and Thandi has $161. They saved the same amount, but Kofi has $100 more, because his money had 5 more years.

Kofi's rows after year 7, with the rule: year 8: 195 · 20 · 215; year 9: 215 · 22 · 237; year 10: 237 · 24 · 261. A bank counts parts of a dollar and gets $259 after 10 years. The small difference comes from the rounding. It does not matter for the lesson.

Remember Lesson 21. A stranger may promise to double your money in a month. Honest savings take years to double. A fast promise is a trick.

The same is true without interest. A goat bought early has more years to give young. The pupils who do not take interest can learn this lesson with Juma's goats.

## Begin the Page

*To the Teacher:* do this at the start of every lesson. Write the lesson title and the date on the board. Each pupil starts a new page in the exercise book. The pupils write the lesson title at the top and underline it with a ruler. Under it they write the date.

## The Talk

Teach in these steps. Read the **T** lines aloud. The **P** lines show the answers to expect.

1. Copy Fatuma's compound interest table from Lesson 23 on the board (5 rows). The pupils open their exercise books at the same table. Fill rows 6 and 7 with the pupils, with the rule.

| YEAR | AT THE START | INTEREST | AT THE END |
|---|---|---|---|
| 6 | 161 | 16 | 177 |
| 7 | 177 | 18 | 195 |

**T.** How much does Fatuma have at the end of year 7?
**P.** $195.

**T.** Is that nearly two times $100?
**P.** Yes. Two times $100 is $200. $195 is nearly $200.

**T.** Yes. We say: her money doubles in about 7 years. Now Ama saves $500. About how much does she have after 7 years?
**P.** About $1,000.

2. Write on the board: **Kofi saves $100 now. Thandi saves $100 five years later.** Draw this table. Fill it with the pupils. Kofi's column is Fatuma's table again. Thandi's money starts in year 6.

| YEAR | KOFI: AT THE END | THANDI: AT THE END |
|---|---|---|
| 1 | 110 | — |
| 2 | 121 | — |
| 3 | 133 | — |
| 4 | 146 | — |
| 5 | 161 | — |
| 6 | 177 | 110 |
| 7 | 195 | 121 |
| 8 | 215 | 133 |
| 9 | 237 | 146 |
| 10 | 261 | 161 |

**T.** Kofi and Thandi each save $100. Who has more at the end of year 10?
**P.** Kofi. He has $261. Thandi has $161.

**T.** Why does Kofi have $100 more?
**P.** He started 5 years earlier. His money had more time to grow.

**T.** Kofi takes out his interest every year. Does his money still grow like this?
**P.** No. Then it is simple interest. It grows more slowly.

3. Say: "Start early. A small amount is enough. Leave the savings in, and wait."

**If a pupil says, "I am too old to start":** say, "Today is earlier than next year. Every year of saving helps."

**If a pupil says, "A man in town doubles money in one month":** say, "Honest savings take years to double. A fast promise is a trick. Never give him your savings" (Lesson 21).

**If a pupil says, "My bank pays less than 10 in every 100":** say, "You are right. Real banks pay less. The money grows more slowly, but time still helps it grow."

## New Words

*To the Teacher:* write the two words on the board. Say each word and its meaning. The pupils copy the words into their exercise books.

| Word | Meaning in this book |
|---|---|
| **double** | To become two times as much. $100 doubles to $200. |
| **early** | Near the start of a time; not late. |

## Learn by Heart

> **At 10 in every 100 each year, money doubles in about 7 years.**
>
> **Start early, and leave your savings to grow.**

*To the Teacher:* write the two sentences on the board. Leave them there until the end of the lesson. The pupils say them aloud, all together, three times. Then each pupil says them alone.

## Exercise 1. Answer aloud.

*To the Teacher:* ask each question. The pupils answer aloud. Nobody writes.

1. What does "double" mean?
2. At 10 in every 100 each year, how many years does money take to double?
3. Kofi and Thandi each save $100. Why does Kofi get more?
4. Why must you leave the interest in the bank?
5. A stranger promises to double your money in one month. What do you do?

## Exercise 2. About how much after 7 years?

*To the Teacher:* write the model and the eight amounts on the board. The rate is 10 in every 100 each year. The pupils write each amount and about how much it becomes.

*Model.* $100 after 7 years → about **$200**. It doubles.

1. $200 after 7 years
2. $300 after 7 years
3. $500 after 7 years
4. $50 after 7 years
5. $1,000 after 7 years
6. $2,000 after 7 years

7. $100 after 14 years
8. $500 after 14 years

## Exercise 3. Add rows to Grace's table.

*To the Teacher:* the pupils open their exercise books at Grace's compound interest table (Lesson 23, Exercise 4). It has 4 rows and ends at $293. Write the model row on the board. The pupils add rows 5, 6 and 7, with the rule from Lesson 23.

*Model.*

| YEAR | AT THE START | INTEREST | AT THE END |
|---|---|---|---|
| 5 | 293 | 29 | 322 |

Then the pupils answer: Grace saved $200. Is her money nearly doubled after 7 years?

## Exercise 4. Read the table.

*To the Teacher:* leave the Kofi and Thandi table on the board. Write the model and the six questions. The pupils write the answers in their exercise books.

*Model.* How much does Kofi have at the end of year 3? → **$133.**

1. How much does Kofi have at the end of year 5?
2. How much does Thandi have at the end of year 8?
3. In which year does Thandi put her money in the bank?
4. In which year does Kofi first have more than $200?
5. At the end of year 10, how much more does Kofi have than Thandi?
6. Did Kofi put in more money than Thandi?

## Exercise 5. Does it help savings grow?

*To the Teacher:* write **Y** (yes, it helps) and **N** (no, it does not help) on the board. Read the model aloud. Then read each sentence aloud two times. The pupils write its number and one letter.

*Model.* Fatuma starts to save this month. — **Y**.

1. Kofi waits five years before he saves.
2. Grace saves $5 every day.
3. Kofi takes out his savings to buy a radio.
4. Peter leaves his interest in the bank.
5. A stranger says, "Give me $100. Next month I give you $200." Ama gives him her savings.
6. Juma keeps all his young goats.
7. Musa keeps his savings under his bed.
8. Halima saves a small amount at the start of every year.

## Exercise 6. Copy in your best handwriting.

The pupils copy the two sentences from the board (*Learn by Heart*). They write each sentence two times.

*To the Teacher:* the pupils use the handwriting from *Learning to Write*, or the joined handwriting from *Cursive* if they know it. Look at every page. Check three things: a capital letter at the start, a full stop at the end, and the spelling.

## After the Lesson

*To the Teacher:* tell the pupils to keep Fatuma's table. Lesson 25 uses the same numbers again, for a debt. Ask each pupil to find out who lends money in their town. What must the borrower pay back? Tell them not to name any person in class.

## Answers (for the teacher)

**Exercise 1.** 1. To become two times as much. 2. About 7 years. 3. He started 5 years earlier, so his money had more time to grow. 4. The

interest also gets interest. If you take it out, it is simple interest. 5. Say no. Never give your savings to a stranger. It is a trick.

**Exercise 2.** 1. about $400 2. about $600 3. about $1,000 4. about $100 5. about $2,000 6. about $4,000 7. nearly $400 (it doubles two times: 100, 200, 400) 8. nearly $2,000 (500, 1,000, 2,000)

*Numbers 7 and 8:* the rule is not exact. A bank's exact sums are $380 and $1,899. Accept "about 400" and "about 2,000".

**Exercise 3.**

| YEAR | AT THE START | INTEREST | AT THE END |
|---|---|---|---|
| 5 | 293 | 29 | 322 |
| 6 | 322 | 32 | 354 |
| 7 | 354 | 35 | 389 |

Yes. $389 is nearly $400, which is two times $200. *Year 5:* cover the 3 in 293 → 29. *Year 7:* cover the 4 in 354 → 35. A bank gets $390; accept 389 or 390.

**Exercise 4.** 1. $161 2. $133 3. Year 6 (five years after Kofi) 4. Year 8 ($215) 5. $100 more (261 − 161 = 100) 6. No. Each put in $100. Kofi's extra money comes from interest and time.

**Exercise 5.** 1 N · 2 Y · 3 N · 4 Y · 5 N · 6 Y · 7 N · 8 Y

*Number 5:* this is a trick (Lesson 21). Honest savings take years to double. *Number 7:* money under a bed gets no interest. It can be stolen, and prices rise (Lessons 16 and 21). *Number 6:* this is not interest, but it is the same growth on growth.

# Lesson 25. When Compound Interest Works Against You

## To the Teacher

**Get these things ready before the lesson:**

- the pupils' exercise books with Fatuma's table from Lessons 23 and 24
- chalk and the blackboard
- an exercise book, a ruler, and a pen or pencil for each pupil

**Time:** about 50 minutes. If your pupils find the sums hard, do Exercises 3A and 4 in a second meeting.

**In this lesson the pupils learn four things:**

1. Compound interest makes a debt grow, in the same way as savings.
2. At 10 in every 100 each month, a debt doubles in about 7 months.
3. Some loans are cheap, and some loans are expensive.
4. Pay the most expensive debt first.

**What you must know before you teach.** Read this part two times. Do not read it to the pupils.

The table of Lesson 23 works for a debt too. A moneylender charges Musa 10 in every 100 each month. Musa borrows $100 and pays nothing. So the interest goes on top of the debt, and next month Musa owes interest on the interest. After 6 months he owes $177.

The numbers are the same as Fatuma's savings: 110, 121, 133, 146, 161, 177. But Fatuma's rate was for each **year**. Musa's rate is for each **month**. Fatuma waited 7 years for her money to double. Musa's debt doubles in about 7 months.

After 12 months Musa owes about $314, more than three times the loan. If the pupils fill 12 rows with the rule, they get $316. The small difference comes from the rounding. Both answers show the same thing.

Real banks pay savers much less than 10 in every 100 each year. Some lenders charge even more than 10 in every 100 each month. Some charge for each week. Teach the pupils to ask two questions: "How much interest?" and "For each week, month or year?"

**What a loan costs.** Many lenders do not say a rate. They say only, "Take $100. Pay $30 every week for 4 weeks." Then add up all the payments, and take away the money that you get. The answer is what the loan costs. Here it is $120 − $100 = $20. Some lenders keep a part at the start. They say "Borrow $100", but they give only $90. The loan is the money in your hand, $90. If you pay back $100, that loan costs $10. Compare two loans by what each one costs, for the same time.

A loan is **expensive** when its rate is high. A loan is **cheap** when its rate is low. A loan from family with no interest is the cheapest. A savings group also charges interest, but its members share that interest at the share-out (Lesson 21).

Musa must pay every debt as he promised (Lesson 19). When he has extra money, he pays the most expensive debt first. Do not look at the size of the debt; look at the rate. Some pupils do not pay interest because of their faith. This lesson still shows them why a debt with interest can grow so fast.

## Begin the Page

*To the Teacher:* do this at the start of every lesson. Write the lesson title and the date on the board. Each pupil starts a new page in the exercise book. The pupils write the lesson title at the top and underline it with a ruler. Under it they write the date.

## The Talk

Teach in these steps. Read the **T** lines aloud. The **P** lines show the answers to expect.

1. Draw a table with the columns MONTH · AT THE START · INTEREST · AT THE END. Write above it: **Musa borrows $100 from a moneylender. The rate is 10 in every 100 each month. Musa pays nothing.**

**T.** How much interest does Musa owe after the first month?
**P.** $10. He owes $110.

**T.** In month 2, is the interest on $100 or on $110?
**P.** On $110. The interest is $11. He owes $121.

2. Fill months 3 to 6 with the pupils, with the rule from Lesson 23.

| MONTH | AT THE START | INTEREST | AT THE END |
|---|---|---|---|
| 1 | 100 | 10 | 110 |
| 2 | 110 | 11 | 121 |
| 3 | 121 | 12 | 133 |
| 4 | 133 | 13 | 146 |
| 5 | 146 | 15 | 161 |
| 6 | 161 | 16 | 177 |

**T.** Look at the numbers. Where did we see them before?
**P.** In Fatuma's savings table.

**T.** Fatuma's money doubled in about 7 years. How long does Musa's debt take?
**P.** About 7 months. His rate is for each month, not each year.

3. Say: "After one year, Musa owes about $314. He borrowed only $100."

**T.** Is this loan cheap or expensive?
**P.** It is very expensive.

**T.** A lender says, "Take $100. Pay $30 every week for 4 weeks." What does Musa pay in all?
**P.** $120. 30, 60, 90, 120.

**T.** He got $100. What does the loan cost him?
**P.** $20. 120 take away 100 is 20.

4. Write Musa's three debts on the board.

| LENDER | MUSA OWES | RATE |
|---|---|---|
| his brother | $200 | no interest |
| the savings group | $100 | 5 in every 100 each month |
| the moneylender | $100 | 10 in every 100 each month |

**T.** Musa has $100 extra this month. Which debt does he pay first?
**P.** The moneylender. That debt is the most expensive.

**T.** The debt to his brother is the biggest. Why is it last?
**P.** It has no interest. It does not grow.

**If a pupil says, "Musa can forget his brother's debt":** say, "No. Musa pays every debt as he promised. Only the extra money goes to the most expensive debt."

**If a pupil says, "Musa can borrow from a second moneylender to pay the first one":** say, "Then he owes interest to two lenders. Borrow to pay a debt only with a plan, and only from a cheaper lender" (Lesson 19).

**If a pupil says, "Musa cannot pay at all":** say, "He must talk to the lender early, before the debt grows" (Lesson 19).

## New Words

*To the Teacher:* write the three words on the board. Say each word and its meaning. The pupils copy the words into their exercise books.

| Word | Meaning in this book |
|---|---|
| **charge** | To ask a person to pay an amount. The lender charges 10 in every 100. |
| **expensive** | It costs a lot of money. |
| **cheap** | It costs little money. |

*To the Teacher:* the cost of a loan is its interest. So a loan with a high rate is expensive. In this book **cheap** means only "it costs little money". It does not mean "bad".

## Learn by Heart

> **Compound interest makes an unpaid debt grow fast.**
>
> **Pay the most expensive debt first.**

*To the Teacher:* write the two sentences on the board. Leave them there until the end of the lesson. The pupils say them aloud, all together, three times. Then each pupil says them alone.

## Exercise 1. Answer aloud.

*To the Teacher:* ask each question. The pupils answer aloud. Nobody writes.

1. Musa borrows $100 at 10 in every 100 each month. What does he owe after 1 month?
2. Why does Musa's debt grow faster every month?
3. Musa's debt doubles in about 7 months. Fatuma's savings take 7 years. Why?

4. What is an expensive loan?
5. You have three debts and some extra money. Which debt do you pay first?
6. Musa cannot pay. Who must he talk to?

## Exercise 2. Fill the debt table.

*To the Teacher:* write the facts and the model row on the board. Read the facts aloud two times. The pupils draw the table and fill 4 rows. Then they answer the question.

**Facts:** Halima borrows $300 from a moneylender. The moneylender charges 10 in every 100 each month. Halima pays nothing for 4 months.

*Model.*

| MONTH | AT THE START | INTEREST | AT THE END |
|---|---|---|---|
| 1 | 300 | 30 | 330 |

**Question:** After 4 months, how much interest does Halima owe in all?

## Exercise 3. Which loan is cheaper?

*To the Teacher:* write the model and the six pairs on the board. Read each pair aloud. The pupils write the number and **A** or **B**.

*Model.* A: 10 in every 100 each month. B: 10 in every 100 each year. → **B**. The number is the same, but B is for a whole year.

1. A: 5 in every 100 each month. B: 10 in every 100 each month.
2. A: a loan from a brother, no interest. B: a loan from a moneylender, 10 in every 100 each month.
3. A: 10 in every 100 each week. B: 10 in every 100 each month.
4. A: 2 in every 100 each month. B: 20 in every 100 each month.

5. A: borrow $100, pay back $150 after one month. B: borrow $100, pay back $110 after one month.
6. A: borrow $100, pay back $120 after one year. B: borrow $100, pay back $120 after one month.

## Exercise 3A. What does the loan cost?

*To the Teacher:* write the model and the six items on the board. The pupils add up all the payments. Then they take away the money that the borrower gets. The answer is what the loan costs.

*Model.* Borrow $100. Pay $30 every week for 4 weeks. → 30 + 30 + 30 + 30 = 120. 120 − 100 = 20. **The loan costs $20.**

1. Borrow $200. Pay $60 every week for 4 weeks.
2. Borrow $100 from a brother. Pay $25 every week for 4 weeks.
3. Borrow $500. Pay $150 every month for 4 months.
4. Borrow $300. Pay $110 every month for 3 months.
5. The lender says, "Borrow $100." He gives you only $90. You pay back $100 after one month.
6. Loan A: borrow $100, pay $30 every week for 4 weeks. Loan B: borrow $100, pay $26 every week for 4 weeks. Which loan is cheaper?

## Exercise 4. Which debt first?

*To the Teacher:* write the model and the two lists of debts on the board. The pupils write the lenders in order: the first debt to pay, then the second, then the third.

*Model.* Musa's debts (from the Talk) → **1. the moneylender · 2. the savings group · 3. his brother.**

**Peter's debts:**

| LENDER | PETER OWES | RATE |
|---|---|---|
| the shop | $50 | no interest |
| a moneylender | $200 | 10 in every 100 each month |
| the savings group | $100 | 5 in every 100 each month |

**Grace's debts:**

| LENDER | GRACE OWES | RATE |
|---|---|---|
| her sister | $300 | no interest |
| a bank | $500 | 2 in every 100 each month |
| a moneylender | $100 | 20 in every 100 each month |

## Exercise 5. Write the missing word.

*To the Teacher:* write the six sentences on the board, with a line for each missing word. The pupils copy each sentence and write the missing word.

1. The moneylender _____ 10 in every 100 each month.
2. A loan with a high rate is _____.
3. A loan with a low rate is _____.
4. At 10 in every 100 each month, a debt _____ in about 7 months.
5. Pay the most _____ debt first.
6. Compound interest is interest on the _____ too.

## Exercise 6. Copy in your best handwriting.

The pupils copy the two sentences from the board (*Learn by Heart*). They write each sentence two times.

*To the Teacher:* the pupils use the handwriting from *Learning to Write*, or the joined handwriting from *Cursive* if they know it. Look

at every page. Check three things: a capital letter at the start, a full stop at the end, and the spelling.

## After the Lesson

*To the Teacher:* Lesson 26 is a review of Part Five. Ask the pupils to bring their exercise books with all their tables from Lessons 20 to 25. Ask each pupil to think of one savings goal.

## Answers (for the teacher)

**Exercise 1.** 1. $110. 2. Each month he owes interest on the interest too. 3. Her rate is for each year. His rate is for each month. 4. A loan with a high rate. It costs a lot of money. 5. The most expensive debt: the debt with the highest rate. 6. The lender. He must talk to the lender early (Lesson 19).

**Exercise 2.**

| MONTH | AT THE START | INTEREST | AT THE END |
|---|---|---|---|
| 1 | 300 | 30 | 330 |
| 2 | 330 | 33 | 363 |
| 3 | 363 | 36 | 399 |
| 4 | 399 | 40 | 439 |

Halima owes $139 of interest in all (439 − 300 = 139). *Month 4:* cover the 9 in 399 → 39. The 9 is 5 or more, so add 1 → 40.

**Exercise 3.** 1. A (5 is less than 10) 2. A (no interest) 3. B (the week rate comes about 4 times in a month) 4. A (2 is less than 20) 5. B (loan B costs $10; loan A costs $50) 6. A (the same $20, but for a whole year)

**Exercise 3A.**

1. 60 + 60 + 60 + 60 = 240. 240 − 200 = 40. The loan costs $40.

2. 25 + 25 + 25 + 25 = 100. 100 − 100 = 0. The loan costs $0. It has no interest.
3. 150 + 150 + 150 + 150 = 600. 600 − 500 = 100. The loan costs $100.
4. 110 + 110 + 110 = 330. 330 − 300 = 30. The loan costs $30.
5. You get $90 in your hand. You pay back $100. 100 − 90 = 10. The loan costs $10.
6. B. Loan A costs $20 (120 − 100). Loan B costs $4 (26 + 26 + 26 + 26 = 104; 104 − 100 = 4). Both are for 4 weeks.

*Number 5:* the lender says "$100", but the loan is the money in your hand. Always count it.

**Exercise 4.** - Peter: 1. a moneylender · 2. the savings group · 3. the shop - Grace: 1. a moneylender · 2. a bank · 3. her sister

*Grace:* the bank debt is the biggest, but its rate is low. The moneylender's debt is the smallest, but its rate is the highest. Look at the rate, not the size.

**Exercise 5.** 1. charges · 2. expensive · 3. cheap · 4. doubles · 5. expensive · 6. interest

# Lesson 26. Review: Saving and Compound Interest

## To the Teacher

**Get these things ready before the lesson:**

- the pupils' exercise books, with their tables from Lessons 20 to 25
- 100 beans or small stones, in 10 piles of 10 (for Lesson 22, if you must teach it again)
- chalk and the blackboard
- an exercise book, a ruler, and a pen or pencil for each pupil

**Time:** two meetings of about 45 minutes. In the first meeting, do the Review Questions and Exercises 1 to 3. In the second meeting, do Exercises 4 to 6.

**This review checks six things, one from each lesson of Part Five:**

1. To save is to keep some money now, to use later. Save first, then spend (Lesson 20).
2. Keep savings in a safe place. Never tell anyone your secret number (Lesson 21).
3. Interest is the price of using another person's money. 10% means 10 in every 100 (Lesson 22).
4. Compound interest is interest on the interest too. The pupils fill a table row by row (Lesson 23).
5. At 10 in every 100 each year, money doubles in about 7 years. Start early (Lesson 24).
6. A debt with compound interest grows in the same way. Pay the most expensive debt first (Lesson 25).

**Before you teach.** Read Lessons 20 to 25 again. Part Five is the most important part of this book, so take your time. Do not teach new words. Use only the people, numbers and words of those six lessons.

Have these numbers ready in your own book. They come from Lessons 23 to 25.

- Fatuma's $100 at 10 in every 100 each year, compound: 110, 121, 133, 146, 161, 177, 195.
- The same $100 with simple interest: 110, 120, 130, 140, 150.
- Juma's 8 goats: 12, 18, 27, 40. Only the first 8 goats have young: 12, 16, 20, 24.
- Kofi and Thandi at the end of year 10: Kofi $261, Thandi $161.
- Musa's $100 debt at 10 in every 100 each month: $177 after 6 months, about $314 after 12 months.

**The rule for 10 in every 100** (Lesson 23): cover the last figure. If the covered figure is 5 or more, add 1. Write the rule on the board before the lesson. In every row of a table, AT THE START is the AT THE END of the row above.

Remember the faith note of Lessons 22 and 23. Some pupils do not take or pay interest. They can answer every question, because the questions ask how interest works. The goats show the same growth with no interest.

**If many pupils get a question wrong,** teach that lesson again before Lesson 27. Use the Talk of that lesson, not only the answer.

| Many pupils get these wrong | Teach again |
|---|---|
| Review Questions 1–3 · Exercise 4 · Test 1–2 | Lesson 20: Fatuma's savings box and the stones; save first |
| Review Questions 4–6 · Exercise 1, items 3–5 and 13 · Test 3 | Lesson 21: the box with three locks; the secret number; the stranger |
| Review Questions 7–8 · Exercise 2 · Test 4–5 | Lesson 22: the beans in piles of 10 |
| Review Questions 9–10 · Exercise 3 (A) · Test 6–7 | Lesson 23: the goats first, then the two money tables |
| Review Questions 11–12 · Exercise 1, items 6–9 · Test 8 | Lesson 24: the Kofi and Thandi table |
| Review Questions 13–15 · Exercise 3 (B) · Test 9–10 | Lesson 25: Musa's debt table and his three debts |

## Begin the Page

*To the Teacher:* do this at the start of every lesson. Write the lesson title and the date on the board. Each pupil starts a new page in the exercise book. The pupils write the lesson title at the top and underline it with a ruler. Under it they write the date.

## Review Questions

*To the Teacher:* ask each question. The pupils answer aloud. Nobody writes. The number in brackets is the lesson. It is for you, not for the pupils. If a pupil cannot answer, ask another pupil. Then ask the first pupil again.

1. What is it to save? [Lesson 20]
2. Fatuma puts $5 in her box each day. How much is in it after 30 days? [Lesson 20]

3. Name the two reasons to save. Give an example of each. [Lesson 20]
4. Name three bad things that can happen to savings at home. [Lesson 21]
5. The savings group box has three locks. Why do three members keep the keys? [Lesson 21]
6. A man says, "I work for the telephone company. Tell me your secret number." What do you do? [Lesson 21]
7. What is interest? Who pays it to whom? [Lesson 22]
8. What does 10 per cent mean? What is 10% of $500? [Lesson 22]
9. What is simple interest? What is compound interest? [Lesson 23]
10. After 4 years Juma has 40 goats. The other farm has 24 goats. Why? [Lesson 23]
11. At 10 in every 100 each year, how long does money take to double? [Lesson 24]
12. Kofi and Thandi each saved $100. Why did Kofi have $100 more after 10 years? [Lesson 24]
13. Musa's debt doubles in about 7 months. Fatuma's savings take about 7 years. Why? [Lesson 25]
14. Musa owes his brother, the savings group and a moneylender. Which debt does he pay first? Why? [Lesson 25]
15. You want to borrow money. What two questions do you ask the lender? [Lesson 25]

## Exercise 1. Good rule or bad rule?

*To the Teacher:* write the two letters and their meanings on the board. Read the model aloud. Then read each numbered rule aloud two times. After each rule, the pupils write its number and one letter in their exercise books.

- **G** if it is a good rule.

- **B** if it is a bad rule.

*Model.* Save first. Then spend. — **G**. The savings go on the first line of the OUT side.

1. Spend first. Save the money that is left over.
2. $5 is too small. Do not save it.
3. Keep all your savings in a tin under the bed.
4. Never tell anyone your secret number.
5. A stranger promises to double your money in a month. Give him your savings.
6. Leave the interest with your savings.
7. Take out the interest every year, and spend it.
8. Wait five years. Then start to save.
9. Start early, even with a small amount.
10. Pay the biggest debt first.
11. Pay the most expensive debt first.
12. Ask the rate. Ask, "For each week, month or year?"
13. In a savings group, one member keeps the box and all the keys.
14. Borrow from a second moneylender to pay the first one. Make no plan.
15. Pay every debt as you promised.

## Exercise 2. Find 10 in every 100.

*To the Teacher:* write the rule, the model and the eight amounts on the board. The pupils write each amount and its 10 in every 100 in their exercise books.

**Rule:** Cover the last figure. If the covered figure is 5 or more, add 1.

*Model.* 10% of $146 → cover the 6 → 14. The 6 is 5 or more. Add 1. → **$15**

1. 10% of $300

2. 10% of $150
3. 10% of $2,000
4. 10% of $121
5. 10% of $177
6. 10% of $195
7. 10% of $605
8. 10% of $399

## Exercise 3. Fill the tables: savings and debt.

*To the Teacher:* this exercise has two parts. Write the facts and the model row of each part on the board. Read the facts aloud two times. The pupils draw the tables in their exercise books and fill the rows. Remind them to use the rule in every row.

**A. Ama's savings.** Ama saves $500 in the bank. The rate is 10 in every 100 each year. The pupils draw two tables: **simple interest** and **compound interest**. They fill 4 rows in each.

*Model.* The first row is the same in both tables:

| YEAR | AT THE START | INTEREST | AT THE END |
|---|---|---|---|
| 1 | 500 | 50 | 550 |

Then the pupils answer: After 4 years, how much more money is in the compound interest table?

**B. Peter's debt.** Peter owes a moneylender $200 (Lesson 25). The moneylender charges 10 in every 100 each month. Peter pays nothing for 3 months. The pupils fill 3 rows.

*Model.*

| MONTH | AT THE START | INTEREST | AT THE END |
|---|---|---|---|
| 1 | 200 | 20 | 220 |

Then the pupils answer two questions. What does Peter owe after 3 months? How much interest does he owe in all?

## Exercise 4. Build Grace's budget. Save first.

*To the Teacher:* write the model line and the facts on the board, in this jumbled order. Read them aloud. The pupils draw the IN and OUT line for Grace for one month. They put the savings on the first line of OUT. Then they write TOTAL IN, TOTAL OUT and LEFT OVER.

*Model.* The first line of Grace's OUT side: **savings group $100**

**The facts:** food $800 · bus ride $30 · mending clothes $1,500 · savings group $100 · soap $40 · her room $300 · school things for her son $200

Then the pupils answer two questions.

1. Grace's goal is a sewing machine. It costs $1,200. She saves $100 a month. In which month can she buy it?
2. Is Grace's budget a good budget? Why?

## Exercise 5. A short test.

*To the Teacher:* write the ten questions on the board. Do not read the answers aloud. The pupils write the number and the answer in their exercise books. Give one mark for each right answer. Write the marks out of 10 at the bottom of the page.

A pupil with 7 marks or more is ready for Lesson 27. Look at the table in *To the Teacher* for each wrong answer.

1. Fatuma saves $10 a day. How much does she have after 30 days?
2. Halima's roof breaks in a storm. Is this an emergency or a goal?
3. Is a tin under the bed a safe place for savings? Write yes or no.
4. What is 10% of $400?

5. What is 10% of $121? Use the rule.
6. Grace saves $200 with simple interest at 10% each year. What does she have after 3 years?
7. Grace saves $200 with compound interest at 10% each year. What does she have after 2 years?
8. At 10% each year, about how much does $300 become in 7 years?
9. Which loan is cheaper? A: 5 in every 100 each month. B: 5 in every 100 each year.
10. Write the missing word: Pay the most _____ debt first.

## Exercise 6. Copy in your best handwriting.

*To the Teacher:* write these four sentences on the board. They are from the *Learn by Heart* of Lessons 20, 21, 23 and 25. The pupils say them aloud, all together, two times. Then they copy each sentence one time. Quick pupils write each sentence two times.

> **Save first. Then spend.**
>
> **Keep your savings in a safe place.**
>
> **Compound interest is interest on the interest too.**
>
> **Pay the most expensive debt first.**

The pupils use the handwriting from *Learning to Write*, or the joined handwriting from *Cursive* if they know it. Look at every page. Check three things: a capital letter at the start, a full stop at the end, and the spelling.

## After the Lesson

*To the Teacher:* look at the marks of the short test. If many pupils got the same question wrong, teach that lesson again (see the table in *To the Teacher*). Do it before Lesson 27.

Tell the pupils to keep their exercise books. Lesson 28 uses their budgets and their savings goals. For Lesson 27, collect 10 beans or small stones and two tins or boxes.

## Answers (for the teacher)

**Review Questions.**

1. To keep some money now, and not spend it, to use later.
2. $150 (5 × 30 = 150).
3. For an emergency (a sick child, a broken roof) and for a goal (a goat, school fees).
4. A thief can take it; a fire can burn it; rats can eat the notes. (Also: you want to spend it; prices rise.)
5. So that one person cannot open the box alone.
6. Do not tell him. The company never asks for the number. He is a thief.
7. The price of using another person's money. The borrower pays the lender. The bank pays the person who saves.
8. 10 in every 100. 10% of $500 is $50.
9. Simple interest is interest on the first amount only. Compound interest is interest on the interest too.
10. On Juma's farm the new goats also have young. On the other farm only the first 8 goats have young.
11. About 7 years.
12. He started 5 years earlier. His money had 5 more years to grow.
13. Her rate is for each year. His rate is for each month.
14. The moneylender. That debt has the highest rate, so it is the most expensive. Look at the rate, not the size.
15. "How much interest?" and "For each week, month or year?"

**Exercise 1.** 1 B · 2 B · 3 B · 4 G · 5 B · 6 G · 7 B · 8 B · 9 G · 10 B · 11 G · 12 G · 13 B · 14 B · 15 G

*Number 1:* often nothing is left over. Save first (Lesson 20). *Number 2:* $5 a day is $150 in a month. *Number 10:* look at the rate, not the size of the debt (Lesson 25). *Number 15:* Musa pays every debt as he promised. Only the extra money goes to the most expensive debt.

**Exercise 2.** 1. $30 · 2. $15 · 3. $200 · 4. $12 · 5. $18 · 6. $20 · 7. $61 · 8. $40

*Number 5:* cover the 7 → 17; the 7 is 5 or more, so add 1 → 18. *Number 6:* cover the 5 → 19; add 1 → 20. *Number 7:* cover the 5 → 60; add 1 → 61. *Number 8:* cover the 9 → 39; add 1 → 40.

**Exercise 3.**

A. Ama's savings. Simple interest:

| YEAR | AT THE START | INTEREST | AT THE END |
|---|---|---|---|
| 1 | 500 | 50 | 550 |
| 2 | 550 | 50 | 600 |
| 3 | 600 | 50 | 650 |
| 4 | 650 | 50 | 700 |

Compound interest:

| YEAR | AT THE START | INTEREST | AT THE END |
|---|---|---|---|
| 1 | 500 | 50 | 550 |
| 2 | 550 | 55 | 605 |
| 3 | 605 | 61 | 666 |
| 4 | 666 | 67 | 733 |

After 4 years the compound interest table has $33 more (733 − 700 = 33). *Year 3:* cover the 5 in 605 → 60; add 1 → 61. *Year 4:* cover the 6 in 666 → 66; add 1 → 67. A bank counts parts of a dollar and gets $732. Accept 732 or 733.

B. Peter's debt:

| MONTH | AT THE START | INTEREST | AT THE END |
|---|---|---|---|
| 1 | 200 | 20 | 220 |
| 2 | 220 | 22 | 242 |
| 3 | 242 | 24 | 266 |

Peter owes $266 after 3 months. He owes $66 of interest in all (266 − 200 = 66). *To the Teacher:* these are the numbers of Grace's savings in Lesson 23. Grace waited years; Peter's debt grows each month.

**Exercise 4.**

| Grace, one month: IN | Grace, one month: OUT |
|---|---|
| mending clothes $1,500 | savings group $100 |
| | food $800 |
| | her room $300 |
| | school things for her son $200 |
| | soap $40 |
| | bus ride $30 |
| **TOTAL IN** $1,500 | **TOTAL OUT** $1,470 |

**LEFT OVER** = $1,500 − $1,470 = $30

The other OUT lines may come in any order. Only the savings must be first.

1. Month 12 ($100 × 12 = $1,200). The pupils may count: 100, 200, 300 … 1,200.
2. Yes. She saves first. OUT is not more than IN. $30 is left over.

**Exercise 5.**

1. $300 (10 × 30)
2. An emergency
3. No
4. $40
5. $12
6. $260 (220, 240, 260)
7. $242 (220, 242)
8. About $600 (it doubles)
9. B (the same number, but for a whole year)
10. expensive

**Exercise 6.** Check the capital letter, the full stop and the spelling of each sentence.

# Part Six. A Small Business

# Lesson 27. Buying to Sell

## To the Teacher

**Get these things ready before the lesson:**

- 10 beans or small stones
- two tins, boxes or bags (one for "stall money", one for "home money")
- chalk and the blackboard
- an exercise book, a ruler, and a pen or pencil for each pupil

**Time:** about 60 minutes. If your pupils are slow with numbers, teach Exercises 4 and 5A in a second meeting.

**In this lesson the pupils learn four things:**

1. A seller buys stock at one cost and sells it to customers at a higher price.
2. When you sell for more than the cost, you make a profit. When you sell for less, you make a loss.
3. Count your stock, not only your money.
4. Keep the stall money apart from the home money. Write every market day in the cash book.

**What you must know before you teach.** Read this part two times. Do not read it to the pupils.

Ama still keeps chickens. Now she also has a stall at the market every Wednesday. She buys rice and soap from a big trader. She sells them by the cup and by the bar.

A sack of 50 cups of rice costs her $400, so one cup costs her $8. A box of 20 bars of soap costs her $160, so one bar costs her $8. She sells each cup and each bar for $10, the market price. So she makes $2 profit on each.

Use each word in its one meaning. For the same cup of rice, Ama's cost is $8 and her price is $10. The customer's cost is $10. The cost is always the money that a person must pay to get the thing.

Ama also pays $20 each market day for her place at the market. This is an expense (Lesson 9). So profit = money from selling − cost of the goods sold or lost − other expenses. Stock that is left at the end of the day is not a cost yet. It is still Ama's, ready to sell.

Prices fall after the harvest (Lesson 16). A careful seller does not buy a big stock just before the harvest. Dry rice can also wait in a dry, covered box until the price rises again.

Count the stock as well as the money. When Ama buys new stock, her tin has less money but she has more stock. At the end of the day she counts the stock that is left at its cost. Missing stock (spilled, eaten by rats, stolen) is a loss too.

Keep two tins. If Ama takes stall money for home without a record, she cannot see her profit. Soon she has no money for new stock. So she writes it in the cash book as OUT: "for home".

**When a customer pays later.** Some customers take goods today and pay on the next market day. For the customer this is a loan (Lesson 18). For Ama it is money that the customer owes her. No cash comes into the tin, so the cash book has no line for it today. But the stock is less. So Ama keeps a page for each customer who pays later. It is a debt record (Lesson 19) with one more column, TAKEN.

**Who owes Ama: Thandi**

| DATE | WHAT | TAKEN | PAID | STILL OWED |
|---|---|---|---|---|
| 6 May | 3 cups of rice | $30 | | $30 |
| 13 May | paid | | $30 | $0 |

Ama reads each line aloud, and the customer writes her signature beside it. When the customer pays, Ama writes it on the customer's

page, and in the cash book as IN. Money that customers owe is not in the tin, but it is still Ama's. Count it at the end of the day, like the stock.

Many small sellers fail because customers never pay. Teach four rules. Write it at once. Give only a small amount. Give only to customers who pay on time. Give nothing more to a customer who has not paid.

## Begin the Page

*To the Teacher:* do this at the start of every lesson. Write the lesson title and the date on the board. Each pupil starts a new page in the exercise book. The pupils write the lesson title at the top and underline it with a ruler. Under it they write the date.

## The Talk

Read the teacher's words (**T**) aloud. The pupils' answers (**P**) show you what to expect. Accept any answer with the same meaning.

1. Write on the board: **Ama's stall: rice · soap**.

**T.** Ama buys a sack of rice from a big trader. It holds 50 cups. She pays $400. Ten cups cost her $80. What does one cup cost her?
**P.** $8.

**T.** What is her price for one cup?
**P.** $10. That is the market price.

**T.** She pays $8. She gets $10. How much is left for Ama?
**P.** $2.

**T.** Yes. The $2 is her **profit** on one cup. The rice that Ama has, ready to sell, is her **stock**. The people who buy at her stall are her **customers**.

2. Write on the board: **profit** = **money from selling** − **cost**.

**T.** Ama sells all 50 cups at $10. How much money does she get?
**P.** $500.

**T.** The rice cost her $400. What is her profit?
**P.** $100.

**T.** She also pays $20 for her place at the market. What is her profit now?
**P.** $80.

3. Write on the board: **Harvest. Rice: $7 a cup.**

**T.** Now it is harvest. The price of rice falls to $7 a cup. Ama paid $8 a cup. What happens?
**P.** She gets less than she paid.

**T.** Yes. That is a **loss**. 50 cups at $7 is $350. The rice cost her $400. What is her loss on the rice?
**P.** $50.

**T.** She also pays $20 for her place at the market. What is her loss for the day?
**P.** $70.

4. Put the 10 beans in front of the class. Say: "Here are 10 cups of rice: Ama's stock." Give 3 beans to one pupil and 4 to another: "Two customers buy."

**T.** How many cups of rice has Ama now?
**P.** 3. *(The pupils count the beans.)*

5. Write on the board: **stock at the start** + **stock bought** − **stock sold** = **stock left**. Say: "Ama counts her stock after every market day. If stock is missing, she looks for the mistake."

6. Hold up the two tins.

**T.** Ama has two tins. One is for the stall. One is for her home. Why?
**P.** So she can see if the stall makes a profit.

**T.** Yes. When she takes stall money for her home, she writes it in the cash book.

7. Write on the board: **Thandi takes 3 cups of rice. She says, "I pay next Wednesday."**

**T.** Does cash come into Ama's tin today?
**P.** No. Thandi pays next week.

**T.** Thandi owes Ama $30. What must Ama do?
**P.** Write it down. Memory forgets.

8. Draw Thandi's page on the board (see *What you must know*). Say: "Ama keeps one page for each customer who pays later. Thandi writes her signature beside the line. It is her promise."

**If a pupil says, "Profit is all the money from selling":** say, "No. First take away the cost. Then take away the other expenses. The money left is the profit."

**If a pupil says, "Ama can ask $20 a cup and make more profit":** ask, "Where do her customers go then?" They go to another stall. A fair price brings customers back (Lesson 5).

**If a pupil says, "The tin has less money than in the morning, so it is a loss":** say, "Not always. Count the stock too." Ama can have less money but more stock.

## New Words

*To the Teacher:* write the four words on the board. Say each word and its meaning. The pupils copy the words into their exercise books.

| Word | Meaning in this book |
|---|---|
| **profit** | The money from selling, take away the cost of the stock that is sold or lost, and the other expenses. You get more than you paid. |
| **loss** | The cost of the stock that is sold or lost, and the other expenses, take away the money from selling. You get less than you paid. |
| **stock** | The goods that a seller has, ready to sell. |
| **customer** | A person who buys from a shop or a stall. |

*To the Teacher:* the other expenses are things like Ama's $20 for her place at the market. Every customer is a buyer (Lesson 3). We say **customer** when we speak about a shop or a stall and the people who buy there.

## Learn by Heart

> **When you sell for more than the cost, you make a profit.**
>
> **When you sell for less than the cost, you make a loss.**

*To the Teacher:* write the two sentences on the board. The pupils say them aloud, all together, three times. Then each pupil says them alone.

## Exercise 1. Answer aloud.

*To the Teacher:* ask each question. The pupils answer aloud. Nobody writes.

1. What is Ama's stock? Who are her customers?
2. Ama pays $8 for a cup of rice. She sells it for $10. What is her profit?

3. What is a loss? When can it come?
4. Why does Ama count her stock at the end of the day?
5. Why does Ama keep two tins?

## Exercise 2. Profit or loss?

*To the Teacher:* write the letters on the board: **P** = profit, **L** = loss, **N** = no profit and no loss. Read the model aloud. Then read each sentence aloud two times. The pupils write the number, one letter, and the amount.

*Model.* Ama pays $8 for a cup of rice. She sells it for $10. → **P, $2.** 10 − 8 = 2.

1. Musa pays $7 for a cup of salt. He sells it for $10.
2. Juma buys a goat for $500. He sells it for $450.
3. Peter buys wood for $200. He makes a chair and sells it for $300.
4. Kofi buys 10 pencils for $40. He sells them at $5 each.
5. Ama buys 20 bars of soap for $160. She sells all 20 at $10 each.
6. Ama buys 50 cups of rice for $400. She sells 40 cups at $10. Rain spoils the rest.
7. Ama buys 50 cups of rice for $400. She sells 30 cups at $10. Rats eat the rest.
8. Ama buys 20 bars of soap for $160. She sells all 20 at $10 each. She pays $20 for her place at the market.

## Exercise 3. Count the stock.

*To the Teacher:* write the model and the four items on the board. The pupils write the sum and the answer for each.

*Model.* At the start of the day Ama has 10 bars of soap. She buys 20 bars. She sells 25 bars. → **10 + 20 − 25 = 5. Ama has 5 bars left.**

1. Ama has 0 cups of rice. She buys 50 cups. She sells 45 cups.
2. Ama has 8 bars of soap. She buys 20 bars. She sells 18 bars.

3. Ama has 12 eggs. Her chickens lay 30 eggs. She sells 36 eggs.
4. Ama's record of her stock says: 10 bars of soap left. Ama counts only 7 bars. What is the difference? What did the missing bars cost her?

## Exercise 4. One market day in the cash book.

*To the Teacher:* draw the five columns of the cash book on the board: DATE · WHAT · IN · OUT · BALANCE. Write the first two lines. They are the model. Then write the facts on the board, and read each one aloud.

The pupils copy the model. They write one line for each fact. They work out the balance after each line.

*Model.*

| DATE | WHAT | IN | OUT | BALANCE |
|---|---|---|---|---|
| 6 May | money in the stall tin at the start | | | $600 |
| 6 May | 1 sack of rice (50 cups) | | $400 | $200 |

The facts, in the order they happen:

1. Ama buys 1 box of soap (20 bars) for $160.
2. She pays $20 for her place at the market.
3. She sells 30 cups of rice at $10.
4. She sells 20 bars of soap at $10.
5. She sells 15 cups of rice at $10.

Then ask three questions. The pupils write the answers.

6. How many cups of rice are left at the end of the day?
7. What did those cups of rice cost Ama?
8. In the morning Ama had $600 and no stock. Now she has the money in the tin and the rice that is left. What is her profit for the day?

## Exercise 5. Stall money or home money?

*To the Teacher:* write **S** = stall money and **H** = home money on the board. Read the model aloud. Then read each sentence aloud two times. The pupils write the number and one letter.

*Model.* Ama buys a box of soap to sell. — **S**. The soap is stock for the stall.

1. Ama buys a sack of rice for the stall.
2. Ama buys a loaf of bread for her children.
3. Ama pays for her place at the market.
4. A customer pays Ama $10 for a cup of rice.
5. Ama buys medicine for her mother.
6. Ama pays $30 for the bus to town. She goes to buy stock.
7. Ama buys a strong box to keep the stall rice dry.
8. Ama takes $100 from the stall tin for food at home.

## Exercise 5A. Who owes Ama?

*To the Teacher:* this exercise has two parts. For Part A, draw the five columns on the board: DATE · WHAT · TAKEN · PAID · STILL OWED. Write the model line. Then read the facts aloud, one at a time. The pupils copy the model and write one line for each fact. Then they answer the two questions.

**Part A. Grace's page.**

*Model.*

| DATE | WHAT | TAKEN | PAID | STILL OWED |
|---|---|---|---|---|
| 6 May | 2 cups of rice | $20 | | $20 |

**The facts:**

- 13 May: Grace pays $20.
- 13 May: Grace takes 1 bar of soap and 2 cups of rice.

- 20 May: Grace pays $10.
- 27 May: Grace pays $20.

Then answer: What does Grace owe on 20 May? On which date does she owe nothing again?

**Part B. Good step or bad step?** Write **G** = good step and **B** = bad step on the board. Read each sentence aloud two times. The pupils write its number and one letter.

1. Ama writes Thandi's rice on Thandi's page at once.
2. A man whom Ama does not know takes rice. He says, "I pay next week."
3. Peter still owes $50 from last month. He asks for more rice. Ama says, "First pay."
4. Ama remembers who owes her. She writes nothing.
5. Grace pays. Ama writes it on Grace's page. Grace sees it.

## Exercise 6. Copy in your best handwriting.

The pupils copy the two sentences from the board (*Learn by Heart*). They write each sentence two times.

*To the Teacher:* the pupils use the handwriting from *Learning to Write*, or the joined handwriting from *Cursive* if they know it. Check three things: a capital letter at the start, a full stop at the end, and the spelling.

## After the Lesson

*To the Teacher:* Lesson 28 is the last lesson. Each pupil writes a plan for one year, with a savings goal. Ask each pupil to think about the goal at home. Ask the pupils to bring their budget from Lesson 10, if they still have it.

## Answers (for the teacher)

**Exercise 1.** 1. The rice and soap that she has, ready to sell. The people who buy at her stall. 2. $2. 3. The cost of the stock that is sold or lost, and the other expenses, take away the money from selling. It can come when the price falls, or when stock is spoiled or stolen. 4. The money in the tin does not show everything. Stock can also go missing. 5. So she can see if the stall makes a profit, and keep money for new stock.

**Exercise 2.**

1. P, $3 (10 − 7) · 2. L, $50 (500 − 450) · 3. P, $100 (300 − 200) · 4. P, $10 (10 × 5 = 50; 50 − 40) · 5. P, $40 (20 × 10 = 200; 200 − 160) · 6. N, $0 (40 × 10 = 400; 400 − 400) · 7. L, $100 (30 × 10 = 300; 400 − 300) · 8. P, $20 (200 − 160 − 20)

*Number 3:* we count only the money here. Peter's work in the chair is not counted. *Numbers 6 and 7:* the spoiled rice and the eaten rice cost money too. So the cost is still $400.

**Exercise 3.** 1. 0 + 50 − 45 = 5 cups. · 2. 8 + 20 − 18 = 10 bars. · 3. 12 + 30 − 36 = 6 eggs. · 4. The difference is 3 bars (10 − 7). They cost her $24 (3 × 8).

*Number 4:* Ama looks for the mistake (Lesson 15). Perhaps she sold 3 bars and did not write them. If the bars are lost or stolen, that is a loss of $24.

**Exercise 4.**

| DATE | WHAT | IN | OUT | BALANCE |
|---|---|---|---|---|
| 6 May | money in the stall tin at the start | | | $600 |
| 6 May | 1 sack of rice (50 cups) | | $400 | $200 |
| 6 May | 1 box of soap (20 bars) | | $160 | $40 |
| 6 May | place at the market | | $20 | $20 |
| 6 May | 30 cups of rice sold | $300 | | $320 |
| 6 May | 20 bars of soap sold | $200 | | $520 |
| 6 May | 15 cups of rice sold | $150 | | $670 |

6. 5 cups (50 − 30 − 15). 7. $40 (5 × 8). 8. $110. In the evening Ama has $670 and rice that cost $40: 670 + 40 = 710. In the morning she had $600. 710 − 600 = 110.

*Check number 8 another way:* Ama sold 45 cups and 20 bars. That is 65 things, with $2 profit on each: $130. She paid $20 for her place: 130 − 20 = $110. A pupil who says "$70" (670 − 600) forgot the stock that is left.

**Exercise 5.** 1 S · 2 H · 3 S · 4 S · 5 H · 6 S · 7 S · 8 S and H

*Number 6:* the bus ride is an expense of the stall. *Number 7:* the box is for the stall, so it is stall money. *Number 8:* the money goes OUT of the stall tin and IN to the home tin. Ama writes it in the stall cash book: "for home", OUT $100.

**Exercise 5A.**

Part A.

| DATE | WHAT | TAKEN | PAID | STILL OWED |
|---|---|---|---|---|
| 6 May | 2 cups of rice | $20 | | $20 |
| 13 May | paid | | $20 | $0 |
| 13 May | 1 bar of soap and 2 cups of rice | $30 | | $30 |
| 20 May | paid | | $10 | $20 |
| 27 May | paid | | $20 | $0 |

On 20 May Grace owes $20. She owes nothing again on 27 May. *How:* soap $10 + rice $20 = $30. Grace took $50 in all and paid $50 in all.

Part B. 1 G · 2 B · 3 G · 4 B · 5 G

*Number 2:* Ama does not know if he pays on time. Let only customers who pay on time take goods and pay later. *Number 4:* memory forgets. A record does not forget (Lesson 12).

# Part Seven. Looking Ahead

# Lesson 28. Review and Plan

## To the Teacher

**Get these things ready before the lesson:**

- the pupils' exercise books, with their budgets (Lesson 10) and their savings goals (Lessons 20 and 26)
- Thandi's plan (Exercise 3), written on one side of the board before the pupils come
- chalk and the blackboard
- an exercise book, a ruler, and a pen or pencil for each pupil

**Time:** two meetings of about 45 minutes. In the first meeting, do the Review Questions and Exercises 1 and 2. In the second meeting, do Exercises 3 to 6. Exercise 5 takes the most time.

**This is the last lesson of the book. It does two things:**

1. It looks back at the whole book, with one question for each part.
2. Each pupil writes a plan for one year in the exercise book. The plan has four parts: a budget, a savings goal, a place for the savings, and a debt rule. The goal has an amount and a date.

**Before you teach.** Do not teach new words. Use only the people, numbers and words of the book. Thandi's plan in Exercise 3 is the model. Every number in it comes from Lessons 7, 10 and 20. Read it two times before the lesson.

A plan is not a promise to a teacher. It is what the pupil decides to do. Some pupils do not wish to show their real money. A pupil can make the plan for a made-up person, with a name. Never ask a pupil to read out real amounts.

Some pupils cannot yet write much. They can still make a plan. They draw the IN and OUT line and write only the numbers. They

draw the goal: a goat, a sewing machine, a roof. Then they say the plan aloud to you, or to another pupil. Exercise 5 shows you how to help them.

The goal check is one sum. Count the months from the start to the goal date. Multiply by the savings each month. If the answer is the same as the goal, or more, the goal is possible.

Money in a savings group comes back only at the share-out (Lesson 21). So the goal date must be on or after the share-out day.

**If many pupils get a question wrong,** read that part of the book again with them. Use the review lesson of that part.

| Many pupils get these wrong | Teach again |
|---|---|
| Review Question 1 · Test 1–3 | Part One: Lessons 1 to 5 (review: Lesson 6) |
| Review Question 2 · Exercise 1 · Test 4 | Part Two: Lessons 7 to 10 (review: Lesson 11) |
| Review Question 3 · Test 5–6 | Part Three: Lessons 12 to 16 (review: Lesson 17) |
| Review Question 4 · Test 7 | Part Four: Lessons 18 and 19 |
| Review Question 5 · Test 8–9 | Part Five: Lessons 20 to 25 (review: Lesson 26) |
| Review Question 6 · Test 10 | Part Six: Lesson 27 |

## Begin the Page

*To the Teacher:* do this at the start of every lesson. Write the lesson title and the date on the board. Each pupil starts a new page in the exercise book. The pupils write the lesson title at the top and underline it with a ruler. Under it they write the date.

## Review Questions

*To the Teacher:* ask each question. The pupils answer aloud. Nobody writes. The part and the lesson in brackets are for you, not for the pupils. Accept any answer with the same meaning.

1. What is money? Why do people take a paper note? [Part One, Lesson 1]
2. What is a budget? How do we find the money left over? [Part Two, Lesson 10]
3. Why do we write our money down? [Part Three, Lesson 12]
4. You cannot pay a debt on the day to pay. What do you do? [Part Four, Lesson 19]
5. What is compound interest? Why is it good to start early? [Part Five, Lessons 23 and 24]
6. Ama pays $8 for a cup of rice. She sells it for $10. What is her profit? [Part Six, Lesson 27]

*To the Teacher:* Part Seven is this lesson. Say: "Today we use the whole book. Each person makes a plan for one year."

## Exercise 1. Need, want, savings or debt?

*To the Teacher:* write the four letters and their meanings on the board. Read the model aloud. Then read each numbered item aloud two times. Each item is a line on the OUT side of Thandi's month. After each item, the pupils write its number and one letter.

- **N** if it is a need.
- **W** if it is a want.
- **S** if it is savings.
- **D** if it pays back a debt.

*Model.* Food for the month. — **N**. Thandi must have it to live.

1. Her room
2. $200 into her bank account

3. A new shirt
4. Four bars of soap
5. $20 back to Fatuma for her loan
6. A radio
7. Medicine when she is sick
8. Sweets every day
9. $50 into the savings group
10. A bus ride to town to watch football
11. $25 to the shop for last month's rice
12. Water
13. Money in the bank for an emergency
14. Tea with friends every day

## Exercise 2. A short test.

*To the Teacher:* write the ten questions on the board. There is one or two from each part of the book. Do not read the answers aloud. The pupils write the number and the answer in their exercise books. Give one mark for each right answer. Write the marks out of 10 at the bottom of the page.

1. Write the amount in words: $40.
2. The price is $35. You pay with a $50 note. How much change do you get?
3. Is soap a need or a want?
4. TOTAL IN is $1,000. TOTAL OUT is $700. How much is left over?
5. Who writes the receipt: the person who pays, or the person who gets the money?
6. The balance is $70. OUT is $15. What is the new balance?
7. Musa owes Ama $200. He pays $50. How much does he owe now?
8. What is 10% of $300?

9. Fatuma saves $100 with compound interest at 10% each year. What does she have after 2 years?
10. Ama buys soap for $8 a bar. She sells it for $10. What is her profit on one bar?

## Exercise 3. Thandi's plan for one year.

*To the Teacher:* Thandi's plan is on the board. It is the model for Exercises 4 and 5. Read it aloud with the pupils, one part at a time. Then ask the five questions. The pupils answer aloud. Leave the plan on the board until the end of the lesson.

In your class, use the coming year in place of 2026.

*Model.*

> **MY PLAN FOR ONE YEAR**
> Name: Thandi
> The year: 1 January 2026 to 31 December 2026

**1. My budget for one month**

| Thandi, one month: IN | Thandi, one month: OUT |
|---|---|
| wage $2,000 | savings (bank account) $200 |
| | her room $500 |
| | food $800 |
| | to her mother $300 |
| | bus rides $120 |
| | soap $40 |
| **TOTAL IN** $2,000 | **TOTAL OUT** $1,960 |

**LEFT OVER** = $2,000 − $1,960 = $40

**2. My savings goal**
Goal: stock for my own stall
Amount: $2,400
Date: 31 December 2026
Check: $200 a month × 12 months = $2,400. The goal is possible.

**3. Where I keep my savings**
In a bank account. The bank gives me a record.

**4. My debt rule**
I never borrow from a moneylender. If I must borrow, I write a loan record.

1. What does Thandi write first on the OUT side? Why?
2. What is her goal? How much is it? By what date?
3. How much does she save each month? Is it enough for the goal?
4. Why does she keep her savings in a bank, not at home?
5. Thandi has $40 left over each month. What can she do with it?

## Exercise 4. Build Fatuma's plan.

*To the Teacher:* write the facts on the board, in this jumbled order. Read them aloud two times. The pupils write Fatuma's plan in the four parts of Thandi's plan. They write TOTAL IN, TOTAL OUT and LEFT OVER. Then they answer the question.

*Model.* Thandi's plan on the board.

**The facts (Fatuma grows more vegetables this year):**

food $400 · Goal: 2 goats · I borrow only from my savings group, with a record · vegetables sold $1,000 · school $200 · Date: 31 May 2026 · my group shares out on 31 May · savings group $200 (4

meetings, $50 at each) · water $60 · Amount: $1,000 · soap $40 · The year: 1 January 2026 to 31 December 2026

**Question:** Fatuma starts to save on 1 January. Is 31 May a possible date for her goal? Write the check.

## Exercise 5. Make your own plan for one year.

*To the Teacher:* each pupil writes a plan for one year in the exercise book. Use the four parts of Thandi's plan. The pupil can make it for himself or herself, or for a made-up person with a name. A pupil can use the budget from Lesson 10 and the goal from Lesson 26.

*Model.* Thandi's plan on the board.

Do these steps with the class.

1. Write the four parts on the board: **1. My budget for one month · 2. My savings goal · 3. Where I keep my savings · 4. My debt rule.**
2. Say: "Start with the budget. Write the income on the IN side. On the OUT side, write the savings first."
3. Say: "Choose one goal. Write its amount and a date. Then write the check."
4. Say: "Choose a safe place for the savings. Write it."
5. Say: "Choose one debt rule from the book. Write it."
6. Walk around and help. Do not look at a page if the pupil does not want it.

**For a pupil who cannot yet write much.** Sit with the pupil. Ask the questions below, one at a time. The pupil draws the IN and OUT line and writes only the numbers. The pupil draws the goal. You write the goal amount and the date on the board or on the page. The pupil copies them. Then the pupil says the whole plan aloud to you.

- What comes IN each month?
- What do you save first? How much?

- What is your goal? How much? By what date?
- Where do you keep your savings?
- What is your debt rule?

**Check six things on each plan:**

1. The savings are on the first line of the OUT side.
2. TOTAL IN and TOTAL OUT are right.
3. LEFT OVER is right, and OUT is not more than IN.
4. The goal has an amount and a date.
5. The check is right: savings each month × months is the goal amount, or more.
6. The place is safe, and the debt rule comes from the book.

## Exercise 6. Copy in your best handwriting.

*To the Teacher:* write these four sentences on the board. They are from the *Learn by Heart* of Lessons 10, 20, 21 and 25. They match the four parts of the plan. The pupils say them aloud, all together, two times. Then they copy each sentence one time, under their plan. Quick pupils write each sentence two times.

> **A budget is a plan for the money IN and OUT for one month.**
>
> **Save first. Then spend.**
>
> **Keep your savings in a safe place.**
>
> **Pay the most expensive debt first.**

The pupils use the handwriting from *Learning to Write*, or the joined handwriting from *Cursive* if they know it. Look at every page. Check three things: a capital letter at the start, a full stop at the end, and the spelling.

## After the Lesson

*To the Teacher:* this is the end of the book. Tell the pupils to keep their exercise books and their plans. Say these three things.

1. "At the end of each month, look at your budget. Did the month go as you planned?"
2. "Write your money in a cash book (Lesson 14). Count your cash. Check the balance (Lesson 15)."
3. "Look at your goal each month. How much have you saved? How much more do you need?"

If you can, meet the class again after three months. Each pupil looks at the plan again. Do not ask how much money a pupil has. Ask only: "Are you nearer to your goal?" Praise every pupil who is nearer.

## Answers (for the teacher)

**Review Questions.**

1. A thing that all people agree to take for goods and for work. People take a paper note because all people agree to take it.
2. A plan for the money IN and OUT for one month. TOTAL IN take away TOTAL OUT is the money LEFT OVER.
3. Memory forgets. A record does not forget. A record is also proof: it shows who paid, how much, and when.
4. Go to the lender before the day to pay. Tell the truth. Make a new promise that you can do, and write it down.
5. Interest on the interest too. When you start early, the money has more years to grow.
6. $2 (10 − 8 = 2).

**Exercise 1.** 1 N · 2 S · 3 W · 4 N · 5 D · 6 W · 7 N · 8 W · 9 S · 10 W · 11 D · 12 N · 13 S · 14 W

*Number 7:* medicine for a sick person is a need (Lesson 8). *Number 10:* for Kofi in Lesson 8, a bus ride to watch football is a want.

*Number 11:* the shop let Thandi take the rice and pay later. That is a loan, so the $25 pays back a debt (Lesson 18). *Number 13:* this is savings for an emergency (Lesson 20). Accept a pupil who explains another answer well.

**Exercise 2.**

1. forty (forty dollars)
2. $15 (count up: 40, 50)
3. A need
4. $300
5. The person who gets the money
6. $55
7. $150
8. $30
9. $121 (110, then 121)
10. $2

**Exercise 3.**

1. Her savings, $200. She saves first, then she spends.
2. Stock for her own stall. $2,400. By 31 December 2026.
3. $200. Yes. $200 × 12 months = $2,400.
4. At home a thief, a fire or rats can take it. She also wants to spend it. The bank keeps it safe and gives her a record.
5. She can keep it for an emergency. (Accept: she can save it too.)

*To the Teacher:* the bank may also pay Thandi a little interest. She does not count it in her check. Real banks pay less than 10 in every 100 (Lesson 22).

**Exercise 4.**

> **MY PLAN FOR ONE YEAR**
> Name: Fatuma
> The year: 1 January 2026 to 31 December 2026

**1. My budget for one month**

| Fatuma, one month: IN | Fatuma, one month: OUT |
|---|---|
| vegetables sold $1,000 | savings group $200 |
| | food $400 |
| | school $200 |
| | water $60 |
| | soap $40 |
| **TOTAL IN** $1,000 | **TOTAL OUT** $900 |

**LEFT OVER** = $1,000 − $900 = $100

> **2. My savings goal**
> Goal: 2 goats
> Amount: $1,000
> Date: 31 May 2026
> Check: $200 a month × 5 months = $1,000. The goal is possible.
>
> **3. Where I keep my savings**
> In my savings group, $50 at each meeting. My group shares out on 31 May.
>
> **4. My debt rule**
> I borrow only from my savings group, with a record.

**Question:** Yes. January, February, March, April and May are 5 months. $200 × 5 = $1,000. That buys 2 goats at a price of $500 each.

Her group shares out on 31 May, so the money is in her hand on her goal date. A pupil who says "No, the group keeps the money until the share-out" has thought well. Praise that pupil.

The other OUT lines may come in any order. Only the savings must be first. *To the Teacher:* in this book we count 4 meetings in a

month, so $50 × 4 = $200.

**Exercise 5.** No fixed answer. Check the six things in the *To the Teacher* steps.

**Exercise 6.** Check the capital letter, the full stop and the spelling of each sentence.

# For the Teacher

# More Help for the Teacher

*To the Teacher:* read the page for a part before you teach that part. Read it again when a lesson goes badly. Each page explains what the part is for, and what the pupils must remember. It also names the usual mistakes, and it shows how to teach with very little.

## Part One. What Money Is (Lessons 1 to 6)

**What this part is for.** Part One gives the pupils the first tools of money. They learn what money is and how to count it. They learn to ask a price, to pay, and to count their change. They learn why some things have a higher price than others. Every later part stands on these lessons.

**The pupils must leave with these ideas.**

1. Money is a thing that all people agree to take for goods and for work. It makes trade easy.
2. We write $40 and say "forty dollars". The total is all the amounts added together.
3. The price is the money that a seller asks. The cost is the money that you must pay to get a thing.
4. Count your change before you leave the seller.

**Mistakes pupils often make, and how to correct them.**

- *The pupil uses "price" and "cost" for one meaning.* Ask, "Who asks it? Who pays it?" The seller asks the price of one egg: $5. The buyer of three eggs pays a cost of $15.
- *The pupil writes 40$.* Write $40 beside it. Say, "With dollars, the sign comes first."
- *The pupil counts change with the wrong coins.* Say, "First go to a number that ends in 0. Then go up in tens." Show it with the paper coins.

- *The pupil counts from the smallest coin.* Say, "Count the big money first. Then counting is quick."
- *The pupil says that a gift is a trade.* Ask, "What does the giver get?" If the giver gets nothing, it is a gift.
- *The pupil thinks that the price always shows the value.* Use the egg at $50. Nobody buys it, so it is not worth $50.

**With very little.** Make the book's money from card or paper, as Lesson 2 shows. Draw a circle round the amount on a coin, and a long box round it on a note. If you have no paper, use stones. Say before you start, "Each stone is $5." Write the price list of the village shop on the board once. Keep it there, or in your own exercise book, for Lessons 3, 4 and 5.

**If the class is slow.** Teach each lesson in two short meetings. Use the first meeting for the Talk and the oral exercise. Use the second for the written exercises. Use only the coins of $1, $5 and $10 at first. Let the pupils hold and count the paper money before they write any sum. Do half the items of an exercise well, rather than all of them badly. Do not start Part Two until most pupils can count up the change.

## Part Two. Money In, Money Out (Lessons 7 to 11)

**What this part is for.** Part Two looks at the two sides of the IN and OUT line. Lesson 7 looks at the IN side: what a person earns and gets. Lessons 8 and 9 look at the OUT side: needs, wants and spending. Lesson 10 puts the two sides together in a budget.

**The pupils must leave with these ideas.**

1. Income is all the money that comes IN to a person, to keep. A wage is the money that an employer pays for work.
2. Pay for the needs first. Then choose the wants.
3. A small expense every day becomes a big amount in a month.
4. A budget is a plan for one month. TOTAL IN take away TOTAL OUT is the money LEFT OVER.

**Mistakes pupils often make, and how to correct them.**

- *The pupil calls a gift, or Ama's egg money, a wage.* Say, "A wage comes from an employer." A gift and egg money are both income. Only the egg money is earned.
- *The pupil says that a mother's work at home is nothing.* Say, "Her work has great value. But nobody pays her for it."
- *The pupil calls every want waste.* Kofi enjoys his tea, so the tea is a want. Waste is money spent for nothing useful, like bread that goes bad.
- *The pupil says a radio or a telephone is a need.* Ask, "Can you live and be well without it?" Accept the answer if the pupil gives a good reason.
- *The pupil multiplies a weekly expense by 30.* Say, "Every day: 30 times in a month. Every week: 4 times."
- *The pupil writes money on the IN side that is not sure to come.* Say, "Write only the money that is sure to come."
- *The pupil mends a budget by borrowing.* Say, "Then next month the same problem comes back." Make OUT smaller, or make IN bigger.

**With very little.** Count the days of a month with 30 stones or beans, as in Lesson 9. Draw the IN and OUT line in chalk: a long line, and a short line down through its middle. Write the market prices of Lesson 8 on one side of the board before the pupils come. A pupil who does not wish to show the family's money writes a budget for a made-up person.

**If the class is slow.** Do every sum with stones first, and then write it. Keep the OUT side short: four or five lines. Build Thandi's budget together, one line at a time, before the pupils make their own. Teach Exercises 4 and 5 of Lesson 10 in a second meeting. Say the two Learn by Heart sentences again at the start of each meeting.

## Part Three. Keeping a Record (Lessons 12 to 17)

**What this part is for.** Part Three teaches the pupils to write money down. They write dates, receipts and a cash book. Then they learn to count the cash and find a mistake. Lesson 16 shows that prices rise and fall, and so money at home buys less later. This leads into Part Five.

**The pupils must leave with these ideas.**

1. Memory forgets. A record does not forget. A good record tells when, who, what and how much.
2. The person who gets the money writes the receipt. The person who pays keeps it. The writer keeps a copy.
3. A cash book shows the cash that comes in and goes out. Count the cash, and check that it is the same as the balance.
4. Over many years, most prices rise. Money in a box at home buys less later.

**Mistakes pupils often make, and how to correct them.**

- *The pupil leaves out the year.* Say, "A date has the day, the month and the year."
- *The pupil writes a receipt for his own payment.* Say, "A paper that you write for yourself is not proof. The person who gets the money writes it."
- *The pupil says "sign the receipt".* Say, "Write your signature." In this book a sign is a mark that stands for something.
- *The number and the words on a receipt do not agree.* Read both aloud. Ask, "Which one did the payer really pay?" Then correct the receipt.
- *The pupil writes the cash at the start in the IN column.* Say, "That cash did not come in this week. Write it only as the balance."
- *The pupil adds an OUT amount to the balance.* Say, "Cash comes in: add. Cash goes out: take away."
- *The pupil rubs out a mistake, or takes coins from the tin to make the two agree.* Say, "Then the record is not proof." Draw

one line through the wrong number. Write the right number beside it.

- *The pupil says, "Fatuma lost nothing. She still has $100."* Say, "Count the cups of rice, not the coins."

**With very little.** Draw the receipt and the five column names on the board before the pupils come. They take time to draw. To rule straight columns, the pupils use the edge of a stick or a folded paper. For Lesson 15, put paper coins in a tin, and count them aloud with the class. A pupil who cannot write much writes the numbers and one word on each line.

**If the class is slow.** Teach one form in each meeting: the record, then the receipt, then the cash book. Start the cash book with only three lines. Work out each balance aloud with the class before anyone writes it. Give quick pupils the extra items, such as Receipt 3 and Book C. Do not hurry Lesson 15. A pupil who can find a mistake can keep honest records all through life.

## Part Four. Borrowing and Lending (Lessons 18 and 19)

**What this part is for.** Part Four shows how a loan works, and what to do with a debt. It is short, but it protects the pupils. It also prepares Lesson 25, where a debt with interest grows fast. Interest, saving, banks and savings groups come in Part Five. Here, keep to loans and paying back.

**The pupils must leave with these ideas.**

1. The lender gives the loan. The borrower pays it back.
2. Before you borrow, ask: "How much must I pay back? When?"
3. Write every loan down, and keep a copy. A loan record is a promise to pay.
4. If you cannot pay, tell the lender before the day to pay. Do not borrow to pay another loan without a plan.

**Mistakes pupils often make, and how to correct them.**

- *The pupil mixes up "borrow" and "lend".* Ask, "Which way does the money go?" Point to the two IN and OUT lines. The borrower gets the money. The lender gives it.
- *The pupil says, "Can I lend $10 from you?"* Write on the board: "You borrow from a person. A person lends to you."
- *The pupil says "own" for "owe".* Write both words. *Own* means "it is yours". *Owe* means "you must pay it to another person".
- *The pupil takes each payment away from the first loan.* Say, "Start from the last line of STILL OWED." Each payment makes the debt smaller again.
- *The pupil says, "Musa can hide until he has the money."* Ask, "Does the debt go away? Does Ama lend to him again?"
- *The pupil thinks any promise is good.* Ask, "Can Musa do it? He earns $60 a week." A promise that you cannot do is a bad promise.

**With very little.** Use two pieces of paper with "$100" on them for the loan. Let two pupils play Ama and Musa, and let the paper move from hand to hand. Write the loan record on the board, and leave it there for both lessons. The debt record has only four columns: DATE · WHAT · PAID · STILL OWED.

**If the class is slow.** Act out every story with the paper money before the pupils write. Use one story, Ama and Musa, all through both lessons. Teach the words and the IN and OUT lines in one meeting. Teach the loan record and the debt record in another. Never ask a pupil about the debts of a family, and never ask for names.

## Part Five. Saving and Compound Interest (Lessons 20 to 26)

**What this part is for.** Part Five is the heart of the book. The pupils learn to save first, and where to keep savings safe. Then they learn

interest, and how growth on growth makes savings big over time. Last, they see the same growth make an unpaid debt big, very fast.

**The pupils must leave with these ideas.**

1. Save first. Then spend. A small amount each day grows: $5 a day is $150 in a month.
2. Keep your savings in a safe place. Never tell anyone your secret number. Never give your savings to a stranger who promises to double them.
3. Interest is the price of using another person's money. 10 per cent means 10 in every 100.
4. Compound interest is interest on the interest too. It makes savings grow over the years. It makes an unpaid debt grow fast, so pay the most expensive debt first.

**Mistakes pupils often make, and how to correct them.**

- *The pupil says, "I have nothing to save."* Look at the OUT side together for a small want. Even $1 a day is $30 in a month.
- *The pupil thinks the money in the savings box is lost.* Say, "It goes OUT of the purse, but it is still your money."
- *The pupil says that 10% of 500 is 10.* Draw five boxes of 100. Take 10 from each box. Count: 10, 20, 30, 40, 50.
- *The pupil rounds wrongly.* Say the rule: "Cover the last figure. If the covered figure is 5 or more, add 1."
- *The pupil writes $10 of interest in every row of the compound table.* Ask, "How much money is in the bank at the start of this year?" Then say: "AT THE START is the AT THE END of the row above."
- *The pupil forgets how long a rate is for.* Ask, "For each week, each month or each year?" 10 in every 100 each month costs much more than 10 in every 100 each year.
- *The pupil pays the biggest debt first.* Say, "Look at the rate, not the size." The debt with the highest rate grows fastest.

- *The pupil believes a man who doubles money in a month.* Say, "Honest savings take years to double. A fast promise is a trick."

**With very little.** Stones and beans teach this whole part. In Lesson 20, 30 stones are 30 days, and each stone is $5. In Lesson 22, 20 piles of 10 beans show 10 in every 100. In Lesson 23, stones are Juma's goats. Draw the savings group box on the board with three locks. Draw every table with four columns, and fill it one row at a time.

**Faith.** Some pupils do not take or pay interest. Teach interest as a fact, without judgment, and never press a pupil. Juma's goats show the same growth on growth with no interest at all.

**If the class is slow.** Teach Lesson 23 in two meetings: the goats in one, the money in the next. Practise 10 in every 100 before any table. Let the class say each row aloud before anyone writes it. Fill only three or four rows; the idea is the same. Remind the pupils that 10 in every 100 is a number for learning. Real banks pay savers much less.

## Part Six. A Small Business (Lesson 27)

**What this part is for.** Part Six puts the whole book to work at Ama's market stall. The pupils use price and cost, the cash book, and checking the record. They add four words: profit, loss, stock and customer. A pupil who sells at the market can use this lesson the next day.

**The pupils must leave with these ideas.**

1. A seller buys stock at one cost, and sells it to customers at a higher price.
2. When you sell for more than the cost, you make a profit. When you sell for less than the cost, you make a loss.
3. Count your stock, not only your money.

4. Keep the stall money apart from the home money. Write every market day in the cash book.
5. When a customer pays later, write it at once on that customer's page. Give nothing more until the customer pays.

**Mistakes pupils often make, and how to correct them.**

- *The pupil says that profit is all the money from selling.* Say, "First take away the cost of the goods. Then take away the other expenses." The money left is the profit.
- *The pupil forgets the $20 for Ama's place at the market.* Ask, "What else did Ama pay today?"
- *The pupil says Ama's profit for the day is $70, not $110.* Ask, "What is left at the stall?" Ama has the cash and 5 cups of rice that cost her $40.
- *The pupil says, "The tin has less money, so it is a loss."* Say, "Count the stock too." After Ama buys stock, she has less money but more stock.
- *The pupil mixes up Ama's cost and her price.* For one cup of rice, Ama's cost is $8 and her price is $10. The customer's cost is $10.
- *The pupil says, "Ama can ask $20 a cup."* Ask, "Where do her customers go then?" They go to another stall.

**With very little.** Use 10 beans as cups of rice, and give some to two "customers". Use two tins, boxes or bags: one for stall money, one for home money. Draw the five columns of the cash book on the board before the lesson.

**If the class is slow.** Work the profit on one cup before the profit on 50 cups. Count the stock with beans before the pupils write the stock sum. Teach Exercise 4 in a second meeting. Let the pupils find the profit for the day together, aloud, with the cash and the rice.

## Part Seven. Looking Ahead (Lesson 28)

**What this part is for.** Lesson 28 brings the whole book together. First the class answers one question from each part. Then each pupil writes a plan for one year in the exercise book. The plan uses the budget, saving, where to keep savings, and a rule about debt.

**The pupils must leave with these ideas.**

1. A plan for the year starts with a budget for one month. Save first. Then spend.
2. A savings goal has an amount and a date. Work out how much to save each week, and for how long.
3. Keep your savings in a safe place.
4. Keep one rule about debt. For example: "Before I borrow, I ask how much and when."

**Mistakes pupils often make, and how to correct them.**

- *The goal is too big for the pupil's savings.* Work it out together, week by week, as in Lesson 20. Then choose a later date, or a smaller goal.
- *The goal has no amount or no date.* Ask, "How much is it? When will you buy it?"
- *TOTAL OUT is more than TOTAL IN.* Say, "Make OUT smaller, or make IN bigger." Take out a want first.
- *The pupil plans to keep the savings under the bed.* Ask, "What can happen to money at home?" Talk about a savings group or an account.
- *The pupil copies the numbers of the model.* Say, "The model shows the form. Your plan has your own numbers."

**With very little.** Write the model plan on the board before the pupils come. A pupil who cannot yet write much draws the IN and OUT line. That pupil writes the numbers and says the plan aloud. A pupil may draw the goal, for example a goat, beside its amount and date.

**If the class is slow.** Spread the lesson over two or three meetings. Do the review questions in the first. Do the budget in the second. Do the goal, the place for the savings and the debt rule in the third. Each plan belongs to its owner, so never ask a pupil to read out a family's money. Ask the pupils to look at their plan again after one month.

# Word List

*To the Teacher:* these are all the New Words of the book. Each word has only one meaning in this book. The meaning is the same as in the lesson. The number tells you the lesson where the word comes first.

| Word | Meaning in this book | Lesson |
|---|---|---|
| **account** | Your money and the record of it, kept for you by a bank or a telephone company. | 21 |
| **amount** | How much money. It is a number with the dollar sign, like $40. | 2 |
| **balance** | The cash that you have after each line of the cash book. | 14 |
| **bank** | A business that keeps money for people and lends money to people. | 21 |
| **borrow** | To get money from a person, and pay it back later. | 18 |
| **borrower** | The person who borrows. | 18 |
| **budget** | A plan for the money IN and the money OUT for one month. | 10 |
| **buyer** | A person who gives money, and gets goods or work for it. | 3 |
| **cash** | Money in coins and notes. | 14 |
| **cash book** | A book where you write all the cash that comes in and goes out. | 14 |
| **change** | The money that the seller gives back when you pay more than the cost. | 4 |
| **charge** | To ask a person to pay an amount. The lender charges 10 in every 100. | 25 |
| **cheap** | It costs little money. | 25 |
| **check** | Look again at a thing, to see that it is right. | 15 |

| Word | Meaning in this book | Lesson |
|---|---|---|
| **choice** | Taking one thing and not another, when you cannot have both. | 8 |
| **coin** | Money made of metal. | 1 |
| **column** | A list of words or numbers that goes down the page. | 14 |
| **compound interest** | Interest on the first amount and on the interest too. | 23 |
| **copy** | The same words and numbers, written a second time. To copy is to write them a second time. | 13 |
| **cost** | The money that you must give to get a thing. | 3 |
| **customer** | A person who buys from a shop or a stall. | 27 |
| **date** | The day, the month and the year. Example: 3 May 2026. | 12 |
| **debt** | Money that you must still pay back. | 19 |
| **difference** | The amount that is left when you take a smaller number from a bigger number. | 15 |
| **dollar ($)** | The money used in this book. We write the sign $ before the number: $40. | 2 |
| **double** | To become two times as much. $100 doubles to $200. | 24 |
| **early** | Near the start of a time; not late. | 24 |
| **earn** | To get money for your work. | 7 |
| **emergency** | A bad thing that comes suddenly and needs money now. | 20 |

| Word | Meaning in this book | Lesson |
|---|---|---|
| **employer** | A person who pays another person for work. | 7 |
| **enough** | As much as the cost, or more. | 4 |
| **expense** | Money that you spend on one thing. | 9 |
| **expensive** | It costs a lot of money. | 25 |
| **fall** | Go down. When a price falls, it becomes smaller. | 16 |
| **goal** | A thing that you save for. | 20 |
| **goods** | Things that people make or grow, and sell. | 1 |
| **income** | All the money that comes IN to a person, to keep. | 7 |
| **interest** | The price of using another person's money. | 22 |
| **left over** | The money that stays after all the OUT. LEFT OVER = TOTAL IN − TOTAL OUT. | 10 |
| **lend** | To give money to a person, and get it back later. | 18 |
| **lender** | The person who lends. | 18 |
| **loan** | Money that one person lends and another person borrows. | 18 |
| **loss** | The cost of the stock that is sold or lost, and the other expenses, take away the money from selling. You get less than you paid. | 27 |
| **market** | A place where sellers and buyers meet. | 3 |

| Word | Meaning in this book | Lesson |
|---|---|---|
| **mistake** | A thing that a person writes or does wrongly. | 15 |
| **money** | A thing that all people agree to take for goods and for work. | 1 |
| **need** | A thing that a person must have to live and to be well. | 8 |
| **note** | Money made of paper. | 1 |
| **owe** | To have a debt to a person. "Musa owes Ama $100." | 19 |
| **pay** | Give money for a thing or for work. | 4 |
| **per cent (%)** | In every 100. 10% means 10 in every 100. | 22 |
| **plan** | What you decide to do, before you do it. | 10 |
| **plenty** | A lot; more than people use: "There is plenty of water." | 5 |
| **price** | The money that a seller asks for a thing. | 3 |
| **profit** | The money from selling, take away the cost of the stock that is sold or lost, and the other expenses. You get more than you paid. | 27 |
| **promise** | Words that say: "I will do this." A loan record is a promise to pay. | 19 |
| **proof** | A thing that shows what is true. | 12 |
| **rare** | There is only a little of it. It is hard to find. | 5 |
| **rate** | How much interest for every $100, for each year, month or week. | 22 |

| Word | Meaning in this book | Lesson |
|---|---|---|
| **receipt** | A record of one payment. The person who gets the money writes it, or a machine prints it. | 13 |
| **record** | Words and numbers that we write down, so that we can read them later. | 12 |
| **rise** | Go up. When a price rises, it becomes bigger. | 16 |
| **row** | A line of a table that goes across, from left to right. | 23 |
| **safe** | Not easy to lose, to steal or to burn. | 21 |
| **save** | To keep money now, and not spend it, to use later. | 20 |
| **savings** | The money that you save. | 20 |
| **savings group** | A group of people who meet, save together and lend to each other. | 21 |
| **season** | A part of the year, such as the rainy season or the hungry season. | 16 |
| **seller** | A person who gives goods or work, and gets money for it. | 3 |
| **signature** | Your name, written by your own hand, in your own way. | 13 |
| **simple interest** | Interest on the first amount only. | 23 |
| **spend** | To pay out money for things. | 9 |
| **stock** | The goods that a seller has, ready to sell. | 27 |
| **table** | Numbers in rows and columns. | 23 |

| Word | Meaning in this book | Lesson |
|---|---|---|
| **total** | All the amounts added together. | 2 |
| **trade** | Two people each give something and each get something. | 1 |
| **value** | How useful a thing is, and how hard it is to get. | 5 |
| **wage** | The money that an employer pays for work, by the day, the week or the month. | 7 |
| **want** | A thing that a person would like to have, but can live without. | 8 |
| **waste** | Money or things used for nothing useful. | 9 |
| **worth** | The value of a thing, said in money: "One egg is worth $5." | 5 |

*To the Teacher:* two more words keep one meaning all through the book, but they are not New Words. A **sign** is a mark that stands for something, like $ or %. A **moneylender** is a lender whose work is lending money (Lesson 18).

# Model Records

*To the Teacher:* these are the forms that the book teaches. Each one is filled in, with the names and numbers from its lesson. Under each form, one line tells you how to draw it on the board.

## 1. The IN and OUT line (Lessons 1 and 2)

*Ama, from the Talk of Lesson 2.*

| Ama: IN | Ama: OUT |
|---|---|
| $15 for 3 eggs | $10 for 1 cup of salt |
| $10 for 2 eggs | |

*On the board:* draw a long line, with a short line down through its middle. Write the name above it, IN on the left and OUT on the right.

## 2. A price list (Lesson 3)

**THE VILLAGE SHOP — PRICE LIST**

1 loaf of bread ..... $15
1 cup of rice ..... $10
1 bar of soap ..... $10
1 pencil ..... $5
1 exercise book ..... $20
1 egg ..... $5

*On the board:* write the seller's name at the top in capital letters. Write one thing on each line, and the amounts on the right, one under the other.

## 3. A budget (Lesson 10)

*Kofi's budget for one month, from the Talk of Lesson 10.*

| Kofi's budget: IN | Kofi's budget: OUT |
|---|---|
| wage $1,000 | food for home $400 |
| | soap $20 |
| | exercise book $20 |
| | tea $100 |
| | sweets $50 |
| | bus rides $60 |
| | gift for his mother $50 |
| **TOTAL IN $1,000** | **TOTAL OUT $700** |

**LEFT OVER = $1,000 − $700 = $300**

*From Lesson 20, save first.* Fatuma writes her savings on the first line of the OUT side:

| Fatuma, one month: IN | Fatuma, one month: OUT |
|---|---|
| vegetables sold $900 | savings box $150 |
| | food $400 |
| | school $200 |
| | water $60 |
| | soap $40 |
| **TOTAL IN** $900 | **TOTAL OUT** $850 |

**LEFT OVER** = $900 − $850 = $50

*On the board:* draw the IN and OUT line, with the needs first and the wants last. Write TOTAL IN and TOTAL OUT at the bottom, and LEFT OVER under the line.

## 4. A receipt (Lesson 13)

| RECEIPT | |
|---|---|
| **Date** | 3 May 2026 |
| **From** | Zainab |
| **To** | Grace |
| **For** | mending a dress |
| **Amount in numbers** | $20 |
| **Amount in words** | twenty ———— |
| **Signature** | *Grace* |

*On the board:* draw a box with RECEIPT at the top and the seven names down the left. After the amount in words, draw a line to the end of the space.

## 5. A cash book (Lesson 14)

*Ama's cash book, May 2026.*

| DATE | WHAT | IN | OUT | BALANCE |
|---|---|---|---|---|
| 18 May | cash at the start | | | $40 |
| 18 May | sold 6 eggs | $30 | | $70 |
| 19 May | bought 1 cup of salt | | $10 | $60 |
| 20 May | sold 10 eggs | $50 | | $110 |
| 21 May | bus ride to town | | $30 | $80 |
| 22 May | sold 8 eggs | $40 | | $120 |
| 23 May | bought 1 loaf of bread | | $15 | $105 |
| | TOTAL | $120 | $55 | |

*Lesson 15 adds the forgotten line:* 23 May · 2 pencils (bought 22 May) · OUT $10 · balance $95.

*On the board:* write the month and the year at the top, and draw five named columns. Write the cash at the start only in the BALANCE column.

## 6. A savings record (Lesson 21)

*Fatuma's savings record for eight weeks.*

| WEEK | PUT IN | SAVED |
|---|---|---|
| 1 | $50 | $50 |
| 2 | $50 | $100 |
| 3 | $50 | $150 |
| 4 | $100 | $250 |
| 5 | $50 | $300 |
| 6 | $0 | $300 |
| 7 | $50 | $350 |
| 8 | $50 | $400 |

*On the board:* draw three columns; on each line, SAVED is the SAVED of the line above, plus PUT IN.

## 7. A loan record and a debt record (Lessons 18 and 19)

*The loan record of Ama and Musa (Lesson 18).*

> **LOAN RECORD**
> Date: 3 May
> Lender: Ama
> Borrower: Musa

> Amount: $200 (two hundred)
> Pay back: $50 every Sunday, for 4 weeks
> Signature of the lender: __
> **Signature of the borrower:** ____

*Musa's debt record, with the new promise (Lesson 19).*

| DATE | WHAT | PAID | STILL OWED |
|---|---|---|---|
| 3 May | loan from Ama | | $200 |
| 10 May | paid to Ama | $50 | $150 |
| 17 May | paid to Ama | $50 | $100 |
| 22 May | new promise: $25 every Sunday | $0 | $100 |
| 31 May | paid to Ama | $25 | $75 |
| 7 June | paid to Ama | $25 | $50 |
| 14 June | paid to Ama | $25 | $25 |
| 21 June | paid to Ama | $25 | $0 |

*On the board:* write the loan record as seven short lines, with empty lines for the signatures. For the debt record, take each payment from the STILL OWED above.

## 8. An interest table (Lessons 23 and 24)

*Fatuma saves $100. The rate is 10 in every 100 each year. Compound interest. Rows 1 to 5 are from Lesson 23; rows 6 and 7 are from Lesson 24.*

| YEAR | AT THE START | INTEREST | AT THE END |
|---|---|---|---|
| 1 | 100 | 10 | 110 |
| 2 | 110 | 11 | 121 |
| 3 | 121 | 12 | 133 |
| 4 | 133 | 13 | 146 |
| 5 | 146 | 15 | 161 |
| 6 | 161 | 16 | 177 |
| 7 | 177 | 18 | 195 |

*On the board:* draw four columns and fill one row at a time. AT THE START is the AT THE END of the row above.

*To the Teacher:* the interest follows the rule "Cover the last figure. If the covered figure is 5 or more, add 1." The simple interest table has the same four columns. It has $10 of interest in every row: 110, 120, 130, 140, 150. The debt table of Lesson 25 has MONTH in place of YEAR.