



English Lesson – Pre-performance

Aim: To explore the use of language relating to money in a section of the play.

Key Stage 3 & 4	Key Stage 5
<p>Task One: Hand out copies of the bartering scene from '<i>Ker-Ching!</i>' (see extract in pack) and read.</p> <p>Task Two: Students to identify what is happening in this section? Where does the comedy lie in the language? (KS4 or highly able KS3=) Examine the pace and structure of the language and discuss how this helps the actors.</p> <p>Task Three: List all the different words for money that are used in the scene and share as a class. Ask students to share and add other words for money that they might use (see resource sheet for examples of other slang words used for money).</p> <p>Task Four: Discuss why we think there are so many words for money in the English language.</p> <p>Task Five: Using as many of these different words as possible students are to write their own bartering scene but this time – a more traditional version (in which the seller haggles up rather than down!).</p> <p>Task Six: Note how the scene is presented in the performance and what ways the comedy elements are maximised.</p> <p>Extension task: Present your own scenes.</p>	<p>Task One: Discuss how the language of money tends to be formal/informal – use examples.</p> <p>Task Two: Working individually or as a class list as many different informal words for money as you can. Consider how these words sound and in what environments they maybe used.</p> <p>Task Three: Each student to invent their own informal word for money – either for money in general or a specific denomination.</p> <p>Task Four: Using only informal language about money students are to create their own poems reflecting their relationship with it (see resource sheet 11 for examples).</p> <p>Task Five: Show the students the rhyme from the play – discuss how the two playwrights have used informal language about money here and to what effect.</p>