Buying and selling: Unit 1 Activity 2 Best buys

Unit/ Activity focus	Consumer education objectives	Literacy, language and numeracy objectives	Literacy curriculum refs	ESOL curriculum refs	Numeracy curriculum refs	Key/ Functional Skills curriculum refs
Scan read price tags Use a range of strategies to calculate cheapest price for each item	Use appropriate strategies to work out and compare real prices of items	Use skimming, scanning and detailed reading Solve problems relating to best buys using a range of appropriate and efficient numeracy strategies including addition, subtraction, conversion within metric system, use of decimals and calculation of proportions, percentages and fractions, using a calculator, estimation and rounding	AL Rt/L1.5	AE Rt/L1.3	AN N2/L1.2 AN N2/L1.10 AN N2/L1.3 AN N2/L1.11 AN N2/L1.5 AN MSS1/L1.1 AN N2/L1.6 AN N1/L1.8 AN N2/L1.7 AN N1/L1.9 AN N2/L1.8 AN N2/L1.1 AN N2/L1.9	KS C1.2 FS Reading L1 KS N1.2 FS Maths L1
Differentiation activity: Identify and sort words relating to basic maths terms	Develop understanding of key terms and vocabulary in relation to calculating costs of items	Use a range of strategies to develop understanding of key vocabulary Read and understand information given in maths symbols in graphical and written material	AL Rt/L1.5 AL Rw/L1.3	AE Rw/L1.1 AE Rw/L1.2		KS C1.2
Extension activity: Research the different ways that offers and reductions are expressed online	Research and recognise the different ways that offers and reductions are expressed online	Use searching, skimming, scanning and detailed reading online Identify the different ways that offers and reductions are expressed online Solve problems relating to offers and reductions using a range of appropriate and efficient numeracy skills and strategies	AL Rt/L2.1 AL Rt/L2.2 AL Rt/L2.3 AL Rt/L2.5 AL Rt/L2.6 AL Rt/L2.7	AE Rt/L2.1 AE Rt/L2.2 AE Rt/L2.3 AE Rt/L2.5 AE Rt/L2.6 AE Rt/L2.7	AN N1/L2.1 AN N2/L2.5 AN N1/L2.2 AN N2/L2.6 AN N2/L2.3 AN N2/L2.7 AN N2/L2.1 AN N2/L2.8 AN N2/L2.2 AN N2/L2.9 AN N2/L2.3 AN N2/L2.10 AN N2/L2.4 AN MSS1/L2.1	KS C2.2 FS Reading L2 KS N2.2 FS Maths L2

RESOURCES AND PREPARATION

BS U1 Activity 2a Supermarket best buys price cards: copy and laminate one for each group. Cut across the dotted lines to separate the picture of the item from the price labels. Cut out the price labels

BS U1 Activity 2b Supermarket best buys record sheet: one for each group

BS U1 Activity 2c LCD TV best buys price card: one for each group

BS U1 Activity 2d LCD TV specifications record sheet: one for each learner

There are two different best buy activities depending on the numeracy level of the group. Calculators are needed for both activities. Teachers can adapt the content, items and prices of the activities to suit the age, interests, diets and life-styles of their group. For example, for 16 -19 year olds, the Supermarket best buys could be put in context of buying food and drink for a party or class trip.

Appendix 7 Maths terms: optional - one set per group of cut up and laminated words (excluding yellow headings) enlarged to A3, plus one A4 copy for each learner

Appendix 8 Maths terms bingo: optional - enlarged to A3 and laminated, one per group.

NUMERACY FOCUS with literacy features

SUGGESTED PROCEDURE

Ideas for support and differentiation

Depending on the level of learners' language skills and/or understanding of basic numeracy terms, before they do the Best buy activity, check their understanding of the key terms. Write up the following main maths symbols on the board in this order:

$+ \quad - \quad \times \quad \div \quad =$

Elicit suggestions for different names for each of these e.g. add, plus, minus, take away, is equal to.

Divide learners into groups. Give each group **Appendix 8 Maths terms bingo** card on large sheets of card or thick paper, glue, paints, pens, scissors, guillotine and terms. Ask them to place each word under the correct heading.

Give each learner a copy of **Appendix 7 Maths terms** to check their answers against.

Supermarket best buys:

- Set the context by discussing some of the different ways that goods can be priced such as: buy one get one free, % reduction, half price. Explain to learners that they are going to practise working out best buys in relation to cheapest price N.B. in some other activities learners are asked to identify factors in addition to price which indicate a best buy.
- Divide learners into small groups and give each group a set of **BS U1 Activity 2a Supermarket best buys price cards**.
- First learners find the two price labels for each product and then work out which price label reflects the best buy for each of the products and attach their selected price label to each special offer card. Explain to learners that they can use any strategies they wish to work out their answers, including use of calculators, but will need to explain which strategy they used.

Ideas for support and differentiation
The number of price card products given to each pair can be adjusted according to their level, ranging from two to a full set.

- Learners then record their decisions on the **BS U1 Activity 2b Supermarket best buys record sheet**.

Supermarket best buys answers:

	Beans	Apples	Chips	Ice cream	Bisbuits	Lemonade	Coffee	Blackcurrant juice
Supermarket 1 price	27p	£1.20	£1.80	£1.05	96p for 2 packets	94p for 2 litres	£2.68 per 100 g	£2.47 per litre
Supermarket 2 price	24p	£1.35	£1.70	£1.10	99p for 2 packets	85p for 2 litres	£2.67 per 100 g	£3.32 per litre
Cheapest supermarket	Supermarket 2	Supermarket 1	Supermarket 2	Supermarket 1	Supermarket 1	Supermarket 2	Supermarket 2	Supermarket 1

- Check answers as a group and discuss strategies which shops use to entice buyers to buy products and to what extent these really do reflect real savings, e.g.
  - Why do shops use different wordings such as *'buy one get one free' or 'two for the price of one'*? Does the value of the offer depend on the goods, e.g. if goods are perishable? Are quality and other factors sometimes more important than price?

LCD TV best buys answers:

- This activity can be put in the context of learners buying a new digital TV for themselves or making a recommendation for a friend or relative.

	Model A	Model B	Model C
Electrical store 1:	£99.99 **Price: £99.99**	£149.99 £10 off this month **Price: £139.99**	£159.99 15% off this month **Price: £135.99**
Electrical Store 2:	£119.99 **Price: £119.99 + free set top box**	£149.99 10% online discount **Price: £134.99**	£159.99 £30 off (online offer)**Price: £129.99**

- Elicit ideas on what is important to consider other than price. Suggestions may include whether or not a TV is digital ready (as indicated by digital tick logo), whether you need an additional digital set top box; the make; screen size; quality; terms and conditions of guarantees and warranties; technical support. (See the OFT Technology module for more information and activities relating to digital TV).
- Give learners in each group a copy of **BS U1 Activity 2d LCD TV specifications**. First ask learners to look at the specification column only, then discuss what each row means and underline or highlight any new words to discuss in their groups.
- Check understanding with the whole group and elicit definitions and explanations from learners as far as possible, including:

  LCD = Liquid crystal display: technology for displaying the picture on flat-panel screens. It is particularly suitable for large-size TV screens. N.B. The alternative technology for flat screen TVs is plasma.

  pixels = tiny dots of light which make up images on TV and computer screens.

  scart = an audio/video connector used for sound and video input in consumer equipment. It has a distinctive slant at one end of the metal surround.
- In their groups learners compare the TV specifications and decide whether or not they still think the same TV represents the best buy.
- Ask each group to briefly explain to the whole group which TV they have finally chosen as the best buy and the reasons why.
- Have a whole group discussion to compare results and discuss the different strategies used. Emphasise that although there may be several ways of calculating a best buy, some may be more efficient in a real life situation.

Ideas for support and differentiation

The task requires comparison of prices and specifications of three digital TVs and conversion between inches and centimetres. The task can be simplified by changing the screen size of Model C to 15 inches or simplified further by removing the illustration, prices and column for Model C.

- Divide learners into groups and give out **BS U1 Activity 2c LCD TV best buys price card**. Explain that learners need to calculate the cost for each TV and work out which is the cheapest. Explain that they can use any strategies they wish, including use of calculators, but will need to explain which strategy they used to reach their answers.
- Elicit possible answers from the whole group. N.B. This activity does not have one single correct answer, as factors such as whether or not the buyer wants or already has a digital set top box will also be important considerations.

Ideas for Level 2 and/or extension activities

Supermarket focus:

In pairs, learners choose different supermarket websites or different sections of the same supermarket website to research how reductions and offers are presented e.g. % offers, buy one get one free.

Each pair records offer details, such as: original price, % reduction and new price. They then conceal the original price and make questions for each other such as:

- This washing machine was £319.97 and it has a saving of £30. How much is it now? Answer: £289.97
- These chicken drumsticks were £4.99 and they have a 20% reduction. How much are they now? Answer: £3.99

Extend to offers containing a certain amount free such as:

- A bottle of washing up liquid is 750 ml and includes 1/3 free. How many ml. are you getting free? Answer: 250ml

Learners can be given five examples to do in pairs. Check main findings, answers and strategies used as a whole group.

TV focus:

Learners research plasma and LCD TVs and prepare a short presentation on the advantages and disadvantages of each to compare:

- sizes of TVs and consider screen size in relation to space available
- sizes of TVs and fitting them into the space available e.g. in alcoves
- cost of TVs in relation to size and specification.