



English

Year **10**

#сбережения
#накопления
#English
#10 класс

Lesson Topic: Opening a savings account

Lesson created by Maria Garder

Teacher's comments: In this lesson, students read, compare and analyse advertisements of savings accounts, roleplay opening a savings account, which is followed by a whole-class discussion.

Aims. By the end of the lesson the students will have managed the following skills, grouped by category:

- 1. English:** practice reading for detail; practice reading authentic special purpose texts not written for learners of English; practice speaking using key vocabulary on topic; develop knowledge of English-speaking countries with respect to their economy and banking system.
- 2. Financial Literacy:** practice reading bank advertisements attentively and critically; get a better understanding of savings accounts and interest rates by looking at advertisements issued by different banks.

Key vocabulary and structures: gross, APR savings, account, rate, deposit, withdrawal, charge, balance, fixed/variable interest rate etc.

When to teach: *Passive skills.* To benefit from the lesson, students should be able to understand (possibly with assistance) short but unadapted, authentic special purpose texts. *Active skills.* Students should be able to perform operations such as calculating interest rates add and multiply.

Time: 40 minutes

Resources: Whiteboard, markers, handouts (see Teacher's Materials file), computer with Internet access.

Lesson procedure

Timings	Activities	Goals
Starter 5 min	Demonstrate two advertisement pictures (see Materials folder) from a distance so that your students could see the slogans and the numbers, but not the small print. Ask them what is advertised? Elicit “savings accounts”. Then let them see the pictures at a closer distance and ask your students to explain why the numbers vary so much. Elicit or explain that banks use different programmes for different savings purposes. Next ask what people could be saving for? Let students shout out ideas. Then pick one short-term purpose and one long-term one and ask how they think the programmes would differ. Elicit or explain that banks tend to offer higher interest rate on accounts with no withdrawal possibility. Why? (The less you withdraw, the more money the bank has in its disposal to lend or otherwise use to compound and earn on it).	To get students’ interest, to activate schemata related to banking and savings; to teach through practice some of the basic vocabulary related to savings accounts.
Demo 5 min	Now tell your students that you want them to study some of the programmes that banks offer. Hand out copies of any savings programme with a variable interest rate (see the Teacher’s Materials file) and do a demo analysis of it eliciting/explaining what it means. Next divide your students into approximately equal groups.	To explain the rules of the game and prepare students for it; to demonstrate a good strategy of approaching the task.
Reading 10 min	Hand out copies of brochure 1 to group 1 and brochure 2 to group 2, so that each student has a copy. In each group, divide students in pairs (don’t worry if you have an odd number of students in the group, let the last one work alone at this stage). Give them 5 minutes to study the brochure and choose a good programme, walk around helping and noting down problematic concepts and vocabulary. After 5 minutes stop your students, do a quick check on how they understand the problematic concepts and vocabulary you have noted down	To practice reading for detail; to enable students to learn about different programmes for saving accounts.
Speaking (the roleplay) 10 min	In each group, assign little subgroups of 3-4 people. In each subgroup, two people are bank representatives and the third person (or the 3 rd and the 4 th) is their potential customer. Give each customer (pair of customers) a piece of paper with their financial goal (see Teacher’s Materials file). Instruct customers to talk to the representatives of each bank and then choose a bank and a programme for themselves. Instruct	To practice free speaking using new vocabulary; to consolidate knowledge about savings accounts.

	bank representatives they must attract as many customers as possible. Give them a time limit of 7 minutes and start the game. While students are speaking, walk around, monitor, help where necessary and note down most impeding mistakes.	
Speaking (general discussion) 5 min	Stop your students after 7 minutes, identify winning team of bank representatives and their customers (a bank with a lot of customers who have trust in it is likely to be more sustainable). Discuss what difficulties and misunderstandings the students had during the roleplay.	To invite students to give feedback; to practice speaking; to consolidate new knowledge.
Closure 5 min	Give a brief feedback on speaking, correcting 2-3 most important mistakes. Congratulate the students on their new knowledge and finish the lesson.	Give closure to the topic. Give feedback on mistakes.

Potential problems and solutions

1. Some students may have problems with terminology even after the explanations. You could prepare a mini glossary and hand out a cope to each pair of students.

References

1. Lloyds Bank. Savings accounts: <https://www.lloydsbank.com/savings.asp?#all-savings-accounts>
2. Post Office Money. Savings accounts: <http://www.postoffice.co.uk/savings-accounts>