ОСНОВАНА В **1989** ГОДУ

ПИРОГОВСКАЯ ШКОЛА

Методологический
конструктор
«Финансовый год»

English

Year 11

Lesson Topic: Wearing your money?

Lesson created by Maria Garder

Teacher's comments: In this mainly listening and speaking lesson, students listen to a talk about the richest fictional characters, brainstorm ideas on how we can tell that somebody is rich, and reflect on what it means to be rich and the responsibilities that wealth entails.

The reading text for this lesson uses the notions of real rich and the fake rich. Whereas the warning against conspicuous consumption and how it impedes reasonable saving strategies may be particularly relevant for teenagers and young adults about to get their first work experience, you may also find it useful to bring up the issue of whether conspicuous consumption is reasonable at all, even if you can easily afford it. Examples of Mark Zukerberg and Priscilla Chan donating 99% of their income to promote medical research and treatment of various diseases, on the one hand, and oil sheikhs literally throwing away millions of dollars, on the other hands, could set off a discussion about responsibilities that wealth entails and sustainable life style.

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

1. **English** : practice listening for detail; practice reading for gist; practice free long-term speaking using vocabulary related to wealth, spending and saving.
2. **Financial Literacy:** reflect on what it means to be rich, how important it is and the responsibilities that wealth entails.

Key vocabulary and structures: fake rich; to one-up somebody; the third richest; delayed retirement; charity etc.

When to teach: *Passive skills.* To benefit from the lesson, students should be able to

understand authentic texts written with the general audience in mind. *Active skills.*
Students should be able to give a brief summary of a text's main points.
Time: 40 minutes
Resources: Whiteboard, markers, handouts (see Teacher's Materials file), computer and loudspeakers.

Lesson procedure

Timings	Activities	Goals
Starter 5 min	At the start of the lesson, play the video, Who is the richest fictional character (see the Materials folder), and check if the students remember the answer (Smaug the Dragon, for year 2012). Ask how much he owns and how that rates in the real world (at $62 bln, he would be third richest being in the world).	To get students' interest, to activate schemata related to money and wealth.
Speaking 5 min	Next, ask your students: "How do we know that a person is rich?" Show pictures of some influential and wealthy people wearing very expensive clothes and jewellery, with their cars, houses etc, and, for the contrast, rich people living in modest houses/flats wearing simple clothes. Have students brainstorm ideas. Elicit that we can sometimes see that a person wants to look rich because they wear very expensive clothes and jewellery and buy enormously expensive cars and houses, inlay their mobile phones with precious stones etc. At the same time, a lot of truly rich people buy and live very modestly. Can you think of any such people? Students give their ideas.	.
Reading 15 min	Tell your students they are going to read a text about either fake rich or real rich people. Their task is to **note down** and remember as many characteristics with illustrations (examples) as possible. Divide your students into A and B. Hand out the part of the article about the fake rich to A students and the real rich to B students. Set a time limit of five minutes. While the students are reading, walk around the classroom helping and noting down problematic vocabulary. After 5 minutes, stop them. Ask A students to give the main ideas of their part (taking turns). Do the same for B students. Briefly write down the key ideas in two columns on the whiteboard. At the end of this activity, go through the most problematic vocabulary, explaining and practicing it.	To practice reading for detail; to enable students to think about habits related to money and spending; to teach and practice new vocabulary.
Speaking 10 min	Finally, ask students why people want to be rich and invest at all, if not for validation. Hand out	To practice free speaking using new vocabulary; to

	copies of the first comment to the article and give them 1 minute to read it. After one minute, elicit ideas. Possible answers: • To improve our own and our families' living standards; • To provide for the retirement – time when we won't be able to work that much or at all; • To help people in need (do charity), help communities and the environment. Ask your students if they know of any people who do some charity (see examples below). • Kofi Annan, 7th secretary general of UN, founded Global Aids and Health fund; • Actress and singer Barbara Streisand has given millions for education, women's health and the environment; • Aung San Soo Kyi (Russian – Аун Сан Су Чжи) from Myanmar is the world's most prominent oppositional politician. She has spent over 20 years under arrest in her country. She is the president and chairperson of the National Democratic League in her country – this example illustrates that you don't have to be excessively rich to give. Some people sacrifice their time, effort or even freedom for others.	consolidate knowledge about savings/investment.
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.

References

1. Who is the richest fictional character. Video:
   https://www.youtube.com/watch?v=UhGo-CP15pk
2. How to identify the fake rich from the real rich:
   http://www.moneymozart.com/how-to-identify-the-fake-rich-from-the-real-rich/