



# English

Year **7**

#семейный  
бюджет  
#доходы-расходы  
#English  
#7 класс

## Lesson Topic: Ellie's Story. Money and Idioms

*Lesson created by Maria Garder*

**Teacher's comments:** In this lesson, students learn a number of idioms about earning and spending money, wealth and poverty in a teamwork activity, and practice them in a listening activity. This is followed by a discussion on how our spending habits influence our financial health.

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

1. **English:** listen to a story about a girl's financial choices, understand and use English idioms about spending, saving, wealth and poverty.
2. **Financial Literacy:** Listen to a story of a young girl's unwise spending habits, financial crisis and recovery, think about their own spending and saving habits and financial planning.

**Key vocabulary and structures:** on the house, to live beyond your means, cut-rate prices, to be down-and-out, bread and butter, to be in debt, to go/be broke, chicken feed, to throw money about/around, to chip in, to tighten your belt, to cost an arm and a leg, to dip into your savings, to bet on the wrong horse, to get back on your feet, rolling in money

**When to teach:** To benefit from the lesson, students should be familiar with basic financial vocabulary such as to spend, to earn, to afford, to save etc., as well as understand a simple story in the past tense.

**Time:** 40 minutes.

**Resources:** Whiteboard, markers, handouts (see Teacher's Materials file), 1 pair of scissors for preparation, paper, pens.

**Lesson procedure**

Timings	Activities	Goals
Warm up 5 min	<p>Before the lesson, write the code on a part of the whiteboard and close it until the end of the Idioms hunt stage.</p> <p>Begin by writing on the whiteboard “I can't afford it!” Ask your students what they think it means. Elicit the meaning that is on the surface (I don't have enough money for this). Invite your students to think of a different way to look at the situation: I have this money, but what am I going to do if I spend it all on this thing now? Another possible approach is to ask students how they see a person who might say “I can't afford it” (a greedy person or a beggar versus a disciplined person who knows how to manage their money).</p>	To activate schemata of spending habits and financial planning, revise vocabulary.
Idiom hunt and decoding 10 min	<p>Divide your students in 3 teams of 2-4 people. Tell them in a minute they are going to work out the key to some crucial information for this lesson. To do so, they need to match some idioms to their meanings. Demonstrate how it works by showing them two strips (see Teacher's Materials file). Do not tell them about the code at this stage. Then hand out sets of paper strips and set a time limit of 2 minutes. While they are working, walk about the classroom providing minimal help if absolutely necessary.</p> <p>After the time runs out, teams make a presentation of the idioms they have just learned. Others listen, agree/disagree and offer suitable context for the idioms. Allow 5 more minutes for this.</p> <p>Now tell students that they have worked out the key to break the code to this lesson's topic. Open the part of the whiteboard with the coded secret idiom, students replace numbers with letters and discover “A fool and his money are soon parted”. Ask students what they think it means and whether they agree. This should take you another 2 minutes.</p>	To teach idioms related to spending habits, wealth, poverty and financial planning.
Listening 10 min	<p>In this stage, tell the students they are going to use their knowledge of the new idioms. Read the text, Ellie's Story (See Teacher's Materials file), at a moderate pace, making pauses for them to guess the idioms.</p> <p>Then read the story again, asking students to note down financial decisions Ellie made.</p>	To practice listening, to practice the learned idioms

Timings	Activities	Goals
Discussion 10 min	Ask them how the proverb, “A fool and his money are soon parted” is relevant to Ellie's story. Has their opinion of people who say “I can't afford it” changed? How? Finally, ask students to finish Ellie's story (2-3 sentences). Read out some of the answers.	To practice speaking, to enable students to think of their own spending habits and financial planning.
Closure 5 min	Give some impersonal feedback on mistakes in the students' writing. Congratulate the class on their achievements and finish the lesson.	Give feedback, consolidate new vocabulary and skills

### **Potential problems and solutions**

1. For the idiom hunt stage, if you have over 12 people in a group, assign more teams, so that team #4 could work with the same set of idioms as team #1 etc.

### **References**

1. Oxford Dictionary of Idioms:  
<http://www.oxfordreference.com/view/10.1093/acref/9780199543793.001.0001/acref-9780199543793>
2. <http://idioms.thefreedictionary.com/>

## **Выводы по итогам апробации в Пироговской школе**

### **Наибольший интерес вызвало:**

- соревновательный аспект аудирования и возможность активного участия в реконструкции текста путем подбора необходимой идиомы на слух, исходя из контекста, и подстановки ее в текст;
- сама история Элли и ее отношений со своими личными финансами;
- идиоматическое богатство английского языка;
- возможность самим дописать финал истории Элли.

### **Наибольшую трудность представляло:**

- точное понимание значения идиом и возможных контекстов их употребления, определяющихся не только смысловыми компонентами идиомы, но и грамматическими характеристиками главного слова. Так, например, там, где в тексте уже была подсказка в виде начала идиомы (глагола *be* в прошедшем времени – *they were really...*), учащимся не всегда было просто понять, что не хватает лишь части идиомы (*...rolling in money*).

### **Рекомендации:**

- в первое упражнение в зависимости от общего уровня подготовки учащихся можно добавить перевод идиом, а также хорошие предложения – примеры их употребления.