



# English

Year **7**

#личные  
финансовые  
кризисы  
#сбережения  
#накопления  
#English  
#7 класс

## Lesson Topic: Feed the birds!

*Lesson created by Maria Garder*

**Teacher's comments:** In this lesson, students watch a fragment of the 1964 Disney musical, Mary Poppins, portraying a bank run, and analyse a scenario of a bank run.

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

- 1. English:** practice reading for detail (a short abstract of a non-adapted text), revise and practice key terms related to finance, banking and financial crises, practice listening for gist and for detail, practice semi-controlled speaking
- 2. Financial Literacy:** find out about UK money units; understand the importance of charity as a valuable investment in the society and environment; understand the mechanism of a bank crisis.

**Key vocabulary and structures:** halfpenny, tuppence, breadcrumbs, to invest, to compound, a bank run, to withdraw money, to stop operations

**When to teach:** *Passive skills.* To benefit from the lesson, students should be familiar with the basic principles of banking, they should also be able to understand the main idea of a listening passage through key words and video context. *Active skills:* Students should be able to formulate their ideas and opinions in speaking using relatively simple structures with logical linkers such as *because, and, but.*

**Time:** 40 minutes.

**Resources:** OHP / computer with loudspeakers to demonstrate the film fragment, 1964 Walt Disney Mary Poppins with English subtitles, fragments of the book, Mary Poppins by Pamela Travers (see Teacher's Materials file), whiteboard, markers, paper, pens.

## Lesson procedure

Timing	Action	Goals
Warm up 5 min	<p>Show your students a silhouette image of Mary Poppins (see the Materials folder) and ask them who that is. For a weaker class, give a clue (the best nannie in the world who can understand birds and animals and comes flying on the East wind and goes away flying on the West wind). For a stronger class, read out first two-three paragraphs of Chapter 1 (see Teacher's Materials file).</p> <p>Elicit names of the main characters: Mary Poppins, Jane Banks, Michael Banks, Mrs Banks, Mr Banks.</p>	To get students' attention and prepare them for the lesson.
Reading 10 min	<p>Remind the students the beginning of Chapter 7. The Bird Woman. Mr Banks promises to take Jane and Michael to a tea party at his bank. The children know on the way there they will see the Bird Woman. Hand out the second fragment of the text (see Teacher's Materials file) and tell your students to read it quickly and find answers to the questions. Set a time limit of 3 minutes. Then check answers as a class (see the Key file for answers). Demonstrate, practice and correct pronunciation where necessary.</p>	To practice reading for specific information, to introduce students to the notion of charity.
Listening, Speaking 20 min	<p>Watch the first fragment, the visit to the bank and the song (from 01:28:00 to 1:34:44). What benefits of investing money in the bank do the adults speak/sing about? (Your money is safe there, and in good time you will become very rich, owning railroads, plantations and so on, you will also you're your country to grow more powerful.) How do Jane and Michael (and the viewers) feel about the advice? (suspiciously and generally negatively) Why? (Because the directors of the bank are hunting for the children's money, pressing them quite hard. Also, we know that it's very important for Jane and Michael to help the Bird Woman and buy a bag of crumbs.)</p> <p>Tell your students that now they will see a real bank crisis (or bank run) happening. Their task is to watch and say how the situation develops. Watch the second fragment, the bank run (from to 1:36:00). Elicit all ideas, make a list on the whiteboard. (See the Key file for answers.)</p>	To practice listening for detail; to practice semi-controlled speaking; to think that charity may sometimes be a valuable investment in the society and environment.
Closure 5 min	Review some of the most difficult new vocabulary and finish the lesson.	To consolidate new vocabulary; to give the lesson a closure.

## **Potential problems and solutions**

1. The students may not be able to understand all the stages of a bank run. It is a good idea to remind them that banks earn their money by taking our deposits and charging interest on credits. But, if people stop trusting the bank and start asking for their money back all at the same time, the bank will have no money to give them (because it is all in loans/credit/investment), so there will be a crisis and perhaps even a bankruptcy.

## **References:**

1. Pamela Travers. Mary Poppins. Published by Harper Collins in 2010, or any other edition.
2. On the bank run: <https://nalakagunawardene.com/2008/09/24/prudent-banking-101-a-lesson-from-mary-poppins/>

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

### **Наибольший интерес вызвало:**

- просмотр и обсуждение отрывка из фильма «Мэри Поппинс», в котором банковские служащие пытаются вынудить Майкла вложить свою монетку в банк, а Майкл возгласом «Отдайте мне мои деньги!» невольно запускает стихийный «набег на банк»;
- обсуждение причин и сценария развития «набега на банк»;
- обсуждение нежелания Майкла вложить монетку в банк и возможной его ошибки (в качестве неожиданного аргумента за то, чтобы вложить деньги, прозвучала следующая идея: если сейчас начать вкладывать деньги в банк, то через несколько лет у него будет гораздо больше денег и уже тогда он сможет лучше поддержать старушку с птицами на площади).

### **Наибольшую трудность представляло:**

- понимание на слух песни (без субтитров) работников банка с большим количеством сложной лексики (compound, propriety, affluence, semiannually etc).

### **Рекомендации:**

- Разумнее всего даже для группы с достаточно высоким уровнем подготовки распечатать заранее и раздать слова песни банковских работников (см., например, возможный источник: <http://www.disneyclips.com/lyrics/lyricsmary8.html>).