



English

Year **7**

#сбережения
#накопления
#English
#7 класс

Lesson Topic: Teenagers and money

Lesson created by Maria Garder

Teacher's comments: In this lesson, students puzzle-read two texts about teenagers and work in Russia and the UK, share stories of first jobs they know either from personal experience or from people they know, and draw up a list of top tips about earning and saving money.

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

1. **English** : practice reading and comparing two texts; practice fluency speaking about students' own experiences with work (or experiences of people they know); practice modal structures such as have to / don't have to, (not) be allowed to.
2. **Cross-subject:** compare and analyse different texts to find similar information; discuss priorities in groups and negotiate decisions.
3. **Financial Literacy:** understand what options there are for teenagers in Russia to get a job and what is important to keep in mind if you have a goal or a financial plan.

Key vocabulary and structures: part-time job, pocket money, save up for, restrictions, (don't) have to, (not) be allowed to

When to teach: *Passive skills.* To benefit from the lesson, students should be familiar with vocabulary related to basic household chores, as well as understand and have some initial practice of modal structures such as have to and be allowed to. *Active skills:* Students should be able to use language for giving recommendations such as should/shouldn't and imperatives.

Time: 40 minutes.

Resources: Whiteboard, markers, handouts (see Teacher’s Materials file).

Lesson procedure

Before the class, draw the table from Exercise 2 on the part of whiteboard that you can temporarily close or cover until the end of the first Speaking stage. This is easier managed if you are working with an IWB.

Timings	Activities	Goals
Starter 5 min	Hand out one copy of Quiz to each student in the group. In pairs, students do a fun quiz about celebrities’ first jobs. After 2 minutes, feedback answers. This is a fun activity so all factual mistakes should be treated lightly.	Activate job-related schemata, prepare students for pair- and groupwork.
First reading 5 min	Divide students into two groups, A and B. Tell them they have 1 minute to read the text and do Exercise 1. Hand out Text 1 to A students and Text 2 to B students (one copy to each), with tasks. After 1 minute ask them to check answers in AA and BB pairs. Then check answers as a group.	Understand the main idea of a text, identify which topics it deals with.
Second reading 5 min	Give your students 2 minutes to read their texts again and do exercise 2 filling in their column of the table (UK for Text 1 and Russia for Text 2).	Understand details of a text. Find out key facts about teenagers and work in the UK and Russia
Speaking 10 minutes	Tell your students to work with a partner to fill in the other column. Warn them that they will be using this information actively in a moment so it is a good idea to remember it as best they can. Sit them in AB pairs and give them 2-3 minutes for the task. Walk around and monitor. Then uncover the table you have on the whiteboard (demonstrate it on the IWB), ask your students to turn their tables over and have them say the facts from memory helping you to fill the table. If necessary, do a general feedback correcting some mistakes you noticed while monitoring the speaking activity.	Practice fluency speaking. Practice analysing and comparing different texts for similar information. Get to know the life and culture of the UK and compare it with the life in Russia.
Speaking 5 min	Ask students to speak about their own experiences of getting a part-time job, or experiences they have heard of from other people. Ask them to give special attention to what they have learned from the experience and try and turn it into dos and don’ts. Give them half a minute to think. Make sure they are ready to listen and note down each other’s tips. Then invite 4 or 5 of them to speak. Silently note down any major mistakes you want to give feedback on later, don’t correct any mistakes just now unless they impede understanding gravely.	Practice long-turn fluency speaking.

Speaking 5 min	In new pairs, tell your students to choose three top tips about getting a part-time job and earning/saving they have heard in the class today. Give them a time-limit of 1 minute. Arrange groups of four-five students and tell them to negotiate which 5 tips they want to include on their list of top tips. Allow 1 more minute for this. With the whole class, make your list of top tips (5 to 10). Make sure students write down the tips.	Practice speaking in small groups. Practice negotiating decisions. Enable students to think of their priorities of financial planning and/or getting a part-time job.
Closure 5 min	Give a brief feedback on speaking, correcting 2-3 most important mistakes. Draw out key achievements of the lesson: ideas and vocabulary, congratulate your students on their work and encourage them to think of how they can achieve their financial goals. For homework, tell your students to design the list graphically so you can present them and vote for the best design/artwork next time.	Consolidate new knowledge. Give closure to the topic. Give feedback on mistakes.

Potential problems and solutions

1. Don't worry if your students have no personal experience of getting a part-time job yet. They will have plenty of food for thought and remember stories they have heard from older siblings, friends or parents.

References

1. The text, Teenagers and money, is taken from: Project 5. Third edition by Oxford University Press:
[https://elt.oup.com/catalogue/items/global/teenagers/project third edition/5/9780194763202?cc=ru&sellLanguage=ru](https://elt.oup.com/catalogue/items/global/teenagers/project%20third%20edition/5/9780194763202?cc=ru&sellLanguage=ru)

Выводы по итогам апробации в Пироговской школе

Наибольший интерес вызвало:

- возможность поделиться опытом первого трудоустройства своих родственников и знакомых;
- составление рейтинга советов о том, что стоит и чего не стоит делать при трудоустройстве;
- знакомство с наиболее важными моментами российского законодательства, регулирующего трудоустройство подростков, в частности, ограничения по времени работы.

Наибольшую трудность представляло:

- идея краткосрочных и длительных накоплений. Так, например, учащимся была вполне близка и понятна идея накопления на относительно некрупные

приобретения (скейтборд, чехол для телефона), но с идеей накоплений для инвестирования в образование многие ученики встретились впервые;

- быстрое просмотровое чтение с целью поиска в тексте определенной информации и последующее сравнение этой информации с аналогичной информацией в тексте о другой стране.

Рекомендации:

- для подготовительного упражнения в начале урока лучше выбирать знаменитостей, заведомо известных ученикам, с яркими чертами биографии. Для этого можно провести в группе предварительный опрос об известных им знаменитых людях и фактах их биографии и карьеры.