



English

Year 9

#сбережения
#накопления
#English
#9 класс

Lesson Topic: Life hacks on saving

Lesson created by Maria Garder

Teacher's comments: In this lesson, students read and critically reflect (in speaking) on recommendations about saving and how to be economical.

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 free speaking using basic financial vocabulary; practice opinion clichés such as *from my experience, from what I know, this sounds interesting/boring/daft* etc..
2. **Financial Literacy:** understand what options there are for being economical in real life and which of the options they may start using in practice.

Key vocabulary and structures: a life hack; a packed lunch; off-brand shopping; credit card purchases; a transaction; impulsive purchasing etc.

When to teach: *Passive skills.* To benefit from the lesson, students should be familiar with basic vocabulary related to money and saving. *Active skills.* Students should be able to use language for giving opinion.

Time: 40 minutes

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

Lesson procedure

Print out and cut up the table in the Teacher's Materials file – as many copies as there are groups of three in your class.

Timings	Activities	Goals
Starter 5 min	Ask students to think of some very good and very bad advice they have been given in their lives. Listen to 2-3 examples. Ask why is it that we don't always follow the advice (it might not be suitable for our situation or for our temperaments etc.)	To get students' interest, to activate recommendations-related experience and vocabulary
Explanation of the rules and demo 5 min	Tell your students they are going to play a game of giving and taking/refusing advice. They will be working in teams of three. On her/his turn, one of the team's players takes a card from the top of the stack and reads the recommendation to the student on his/her left. If the recommendation is not clear, the team must interpret it together. The player who is given the recommendation must then decide whether they are or aren't going to follow the recommendation and explain why. All the accepted recommendations are then placed in one stack, and all those rejected in the other. The team plays until they have discussed all their cards.	To explain the rules of the game and prepare students for it.
Speaking (the game) 20 min	Divide the students into teams of three. The students play the game. Walk around monitoring, helping where necessary and noting down examples of good and poor usage.	To practice free speaking using money-related vocabulary; to reflect on various strategies of saving.
Speaking (general discussion) 5 min	Stop the game after 20 minutes. Ask teams for the numbers of the recommendations they took or rejected. Write the numbers down on the whiteboard separately for each team. Compare their lists and ask them why they think their lists differ (if that is the case) and what are the common things for all the three teams. As a class, vote for 3 best tips. Then ask them which recommendations they think they will start using straightaway.	To invite students to give arguments for the accepted and rejected practices; tie the discussion in with students' real lives.
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.	Consolidate new knowledge. Give closure to the topic. Give feedback on mistakes.

Potential problems and solutions

1. If students have problems understanding the main idea of a recommendation, encourage them to use a dictionary. Help out yourself if you see cases of very bad misunderstanding.

References

1. The text, 32 hacks for sticking to your budget:
<http://www.lifehack.org/articles/featured/32-hacks-for-sticking-to-your-budget.html>

Выводы по итогам апробации в Пироговской школе

Наибольший интерес вызвало:

- возможность практиковать устную речь в безопасной среде (в малых группах);
- возможность высказать свое мнение (как положительное, так и критическое) по поводу советов относительно способов экономии.

Наибольшую трудность представляло:

- необходимость соотнести со своей реальностью некоторые описанные в советах ситуации, непосредственного опыта которых учащиеся в возрасте 15 лет еще не имеют (например, возможность экономить на налоговом возврате) и попытка найти аналог этих ситуаций, актуальный для учащихся на настоящий момент;
- придерживаться общения на английском языке в ситуации обсуждения новых тем в малых группах и без видимого контроля учителя.

Рекомендации:

- для увеличения динамичности урока можно заменить обсуждение в общих группах предварительным кратким обсуждением основных советов всем классом, а для практики устной речи в группах предложить учащимся в парах выбрать пять лучших советов, затем, объединившись по две пары, выбрать из своих шести три лучших совета и, наконец, вновь объединившись всем классом, проголосовать за три лучших совета из списка уже отобранных в группах, сопровождая голосование обоснованием.