Учебно-методические материалы к программе

«Финансовая грамотность в английском языке»

Варианты заданий и самостоятельных уроков для учащихся 5 – 6 классов

Topic: What is Money?

Read the text below and do ***Exercise 1.***

Money Facts

- Cattle, grain, fur, different metals and other things were a kind of money (barter) many, many years ago.
- We use money (cash) to pay for goods and services in the modern world.
- Money usually takes the form of coins, banknotes (or bills in the US), debit and credit cards and bank balances. We also use the Internet to pay for goods on-line.
- The Russian ruble (*or* rouble) is the currency of the Russian Federation, 100 kopecks make ONE ruble.
- The Russian ruble uses the ruble sign ₽ as a symbol.
- Coins and banknotes are popular items for collectors, especially rare, old and misprinted ones.

Exercise 1 *Say if the sentences below TRUE or NOT TRUE. Use the information fromthe section* ***Money Facts*** *to explain why you think so.*

№	Fact	True	Not True
1	People paid by different things for goods and services a long time ago.		
2	We use only cash to buy something at present.		
3	We can buy a lot of toys at 100 roubles.		
4	We never use the Internet to pay for products.		
5	People pay by roubles in the RF.		
6	200 kopecks equal 200 roubles.		
7	Collectors want to get special coins and banknotes.		

Homework:

Find three interesting things about money history and be ready to tell your classmatesabout them.

Topic: Identifying Coins

Look at modern Russian kopecks.

Look at modern Russian rubles in coins.

It's interesting! We practically don't use coins of 1 and 5 kopecks but they still exist. Weneed coins of 10 and 50 kopecks very seldom.

In Russia now we use banknotes of 50, 100, 1000, 5000 rubles. We practically don't use thebanknotes in 5 and 10 rubles, they are mostly in coins now.

Look at modern Russian rubles in banknotes.

Now we also use new banknotes worth 200 and 2,000 rubles. You can see them below.

Homework:

1. *Choose the Russian banknote or coin you like best of all and be ready to describe it for your classmates in class drawing their attention to its specific features. Ask them to guess what money you describe.*

2. *Make a puzzle hiding financial words inside it and asking your students to find them.*

How much are Mr Fisher's tickets?

Read the dialogue. Answer the questions below:

1. How much are Mr Fisher's tickets?
2. How does he pay?
3. What is PIN?
4. Why do we need to use PINs when we pay by card?

Cashier	Good morning, how can I help you?
Fisher	Hello. I'd like to buy two tickets for this comedy film, please.
Cashier	Certainly. There are available seats in the fourth row near the aisle which cost150 RUB each, and some near the centre ... 250 RUB each. Which would you like?
Fisher	Mmmm ... The ones near the centre, I think.
Cashier	So, two seats near the centre. That comes to a total of__________RUB. How would you like to pay?
Fisher	Can I pay by bank card?
Cashier	Certainly. Just put it into the machine and enter your PIN.
Fisher	Sure.
Cashier	Thank you. You can take your card. And here are your tickets. We start at 8 pm. Enjoy the movie.
Fisher	Thank you very much.

Topic: Notes and Coins

The money used in a country is its **currency**. The currency in Britain is the British pound or *pound sterling (*GBP). *The sign is* £. There are notesor banknotes for:
5, 10, 20, 50 pounds

The British pound is divided into 100 pence. There are coins for 1, 2, 5, 10, 20, 50 pence and 1 and 2 pounds.

Changing Money

Anastasia is going on holiday to Great Britain. To change or to exchange money, she goesto a bank or bureau de change. She asks a lot of questions there.

Read the questions below and try to answer them. Then to check your ideas match the answers given below the questions to them.

Anastasia's questions:

1. What's the currency in Great Britain?
2. What's the exchange rate? I mean, how many Russian rubles are there to the British pound?
3. How much commission do you charge? = How much does it cost to change money?
4. Can I change Russian rubles in Great Britain? Can I change euros into British pound in Great Britain?
5. If I have some British currency at the end of my holiday, can I change it back into rubleshere in Russia?

Cashier's answers:

1. There are__________Russian rubles to the British pound.
2. We charge 0 per cent commission.
3. It's the British pound.
4. Yes, you change the notes back, but not the coins.
5. Unfortunately, no. But yes, there is no problem with changing euros into British pound in Great Britain.

Word Search 1

Find the words listed below in the crossword and circle them.

R	I	L	M	O	Q	T	P	S	E	L	L	O	Z	M
E	M	T	L	Y	Z	I	J	A	T	M	B	R	R	O
T	U	I	C	D	M	N	T	V	S	T	O	C	K	L
U	G	C	A	S	H	O	C	E	N	T	N	V	E	T
R	L	K	S	V	C	L	Q	R	A	P	D	G	F	Y
N	F	E	X	M	K	D	O	L	L	A	R	V	S	C
M	N	R	D	P	Q	B	U	Y	I	L	M	Q	Y	F
P	F	I	N	A	N	C	E	K	H	P	C	L	L	H
C	P	S	B	I	L	L	D	B	M	T	B	F	B	K
G	H	K	S	A	V	N	U	T	B	O	N	R	A	T
P	D	V	C	I	N	V	E	S	T	L	Z	C	N	P
Z	Y	L	M	O	O	F	K	L	S	Y	B	A	K	Q

Find these 15 words in the search above.

SAVE	ATM	cent	calculate
invest	dollar	bill	finance
risk	bond	stock	bank
return	cash	sell	

Word Search 2

Find the words listed below in the crossword and circle them.

D	A	W	U	Y	S	E	T	R	X	Q	P	W	N	O	M	V
E	Z	B	A	F	G	B	E	C	D	D	C	E	B	F	A	U
O	V	G	C	N	L	A	K	I	J	J	I	K	H	K	G	L
C	A	R	A	M	D	R	Q	M	P	N	O	O	N	P	M	I
F	X	H	S	T	O	E	F	U	T	V	S	W	R	X	Q	Z
H	C	E	N	T	D	N	C	Q	B	L	A	K	Z	U	Y	K
B	B	E	H	M	R	N	E	O	H	I	V	Y	W	Z	X	S
G	B	I	N	L	O	A	P	Y	U	B	J	B	J	A	C	Y
A	R	F	L	M	K	Q	D	V	W	R	V	K	T	Q	D	J
A	C	G	I	L	S	J	R	E	X	O	Z	W	L	U	M	R
Z	Y	J	H	P	N	L	U	I	D	K	A	X	I	R	E	X
I	R	Q	Y	S	H	O	R	T	T	E	R	M	Y	V	N	I
K	D	K	B	C	J	N	W	G	H	R	P	R	H	S	F	Q
J	S	P	X	I	H	G	I	U	S	B	C	O	L	K	O	N
L	E	L	A	D	K	T	E	D	F	E	C	A	S	H	G	H
P	T	M	W	G	S	E	L	L	V	Q	D	G	G	I	P	P
M	F	O	Z	E	L	R	Y	X	P	W	B	E	Z	J	T	V
O	U	N	V	M	F	M	N	O	Z	A	C	N	F	I	H	G
N	G	Q	A	R	B	S	C	T	D	V	E	T	N	O	F	M

Find these 15 words in the search above.

money	sell	trade	cent
bill	buy	broker	short term
long term	now	deposit	
change	cash	agent	

Topic: Can I afford it?

Discussion: How do people get money? In your opinion how do they mostly use their money?

- Spend it on something they need;
- Spend it on something they want;
- Save it for the future;
- Share it with other people to help.

Are you careful with your pocket money? What do you do with the money you get as a present from your relatives? What do you do to save money? Is it easy for you? Why?

Read the text and the dialogue and do the exercises below.

It's so expensive

Lesley works as a teacher in London. She says: “Living in the city is very expensive! Transport and clothes cost a lot of money and food prices are high too. I can't afford to go out very often: I don't have enough money. I spend all my money. I don't have any money left at the end of the month - it's difficult to save (= keep and not spend).”

Careful with money

Lesley is talking with her friend Camilla.

Camilla	Are you careful with money?
Lesley	Yes, I am. I try not to spend too much.
Camilla	How do you try to save money?
Lesley	I try not to spend too much. I go to shops when there is a sale - with lower prices than usual.
Camilla	Yes, when I'm at the supermarket, I look for special offers - for example when you get two products for the price of one.
Lesley	And I try not to waste money by buying things I don't need.
Camilla	Are you renting *(= paying money to live in a building that someone else owns)* or buying your house?
Lesley	I'm buying it. I borrowed £200,000 from the bank but it's difficult to repay the loan. What about you?
Camilla	The bank lent me £185,000 and I have to pay back £700 per month.

Note: You can say '£700 per month' or '£700 a month'.

Exercise 1 *Choose the correct word to complete each sentence. The text "Can I afford it?"can help you.*

1. The bank .... (lent/loan) me 150,000 rubles and I .... (repay/repayment) 550 rubles a month.
2. I have a .... (loan/lend) to buy a car. The .... (repayments/repaid) for this are 25,000 rubles per month.
3. It ....(cost/costs) so much to eat out in restaurants! I prefer to eat at home.
4. I get 60,000 rubles a month from my job. I spend 40,000 rubles and .... (save/savings) 20,000 rubles.
5. I .... (borrow/borrowed) 40,000 rubles for a long holiday. Then I won somemoney so I ....(repay/repaid) 10,000 rubles.

Exercise 2 *Use the correct word to complete each sentence. The text "Can I afford it?" canhelp you.*

1. If you want to buy things at lower prices, you go to a shop where there's a ....
2. If you want to buy things more cheaply at supermarkets, you look for ....
3. If you don't have enough money to buy something, you .... it.
4. If you spend more money than necessary, you................................. money.
5. If something costs a lot of money, it is ....
6. If you pay money to live in a house or flat owned by someone else, you ....it.

Exercise 3 *Read the case about Tony and calculate the money he managed to keep. How much did he save? Do you like the way he used his money? What advice can you give him? Why is it important to know how to count money?*

Last Sunday my grandparents came to see us and brought some presents for all our family.They were cakes and flowers for Mom and Dad and 1000 roubles for me and my elderbrothers Andrew and Peter. I got some advice from them how I could use it. It was useless,so I went to the toy shop and bought a toy lorry at 200, it broke in 10 minutes! Good buy 200 roubles!

I wanted to get it back so I bet that I could jump 300 times. Andrew won. Good buy 100 roubles!

I bet that I could sing for an hour without stopping. Peter won. Good buy 100 roubles!

I bet that I could win a chess game. I didn't think my Dad could make me pay! Good buy100 roubles!

I wanted to save my banknotes! Honestly! But my friend Nick rented me his laser sword forthe whole evening! I wanted it so badly!!! Good buy 200 roubles!

When I played with the laser sword I dropped and lost 100 roubles somewhere! I neverfound it!

I was so upset that I used some unpleasant word and my Dad fined me! Good buy 100 roubles!

I wanted to save the rest of my money… Honestly! But there was a new cartoon I wanted tosee so much! It cost 100 roubles.

I like saving money, it’s good and clever! So I have … How much to save?

Discussion: *How do you spend your personal money if and when you have it?*

Topic: Allowances and Spending Plans

Overview for teachers

Children in grade five and six are capable of managing small amounts of money. They can divide their money into several categories, including "spend," "save," and "give." At the same time, they can spend their money and keep a record of what was spent. Teachers can encourage children to keep track of the money that they spend on their needs and wants.

This lesson provides an introduction to allowances for sixth graders. Allowances are the first step to understanding **written spending plans or budgets**. With guidance managing allowances in childhood, children can become financially responsible adults. Adults with effective budget skills create healthier family relationships and contribute to building a stronger economy.

Aims

Provide practice developing effective spending plans and following where money goes.

Lesson objectives

- Recognize how to divide an allowance into a spending plan.
- Learn how to balance income and expenses.
- Gain confidence in preparing spending plans.

Student activities

The following activities can be offered to develop the subject raised in the texts givenearlier.

Activity 1: Worksheet: allowance allocation.
Play a simulation game to help students practice making choices about where to placeallowance money.

Allowance allocation

This activity helps students learn that money is a limited resource.

- Give each student a set of expenditure cards and 15 beans (or similar small objects).
- Explain that the beans represent their allowance (income).
- Ask the students to allocate their allowance to the expenditure categories on the cardsby placing beans on squares.
- There are more squares than beans, so students must make choices of where to spendtheir allowance.
- Each card offers different amounts of spending choices. This helps students consider alternatives within each spending category.
- Discuss the choices they made.

Optional but very interesting: After students have allocated their allowance, take away fourbeans. This represents loss of income. It forces students to further refine their spending choices.

Activity 2: Worksheet: spending diary

Use a diary technique to help students track how they spend their money. Make a spendingplan.

Spending diary

(трудно реализовать, требует дисциплины и/или заинтересованности)

- This activity helps students track how they spend their money.
- Ask students to keep a spending diary for one week.
- Give each student a diary form.
- After one week, use class time to look at expenses.
- Group similar expenses together.
- Decide on names for expense categories (for example: food, transportation, clothes, entertainment).

Activity 3: Worksheet: spending plans

Assist students in making a sample spending plan.

Spending plans (если будет желание)

Students focus on their own spending patterns and integrate them into a written plan.

- Use the information from the spending diary in Activity 1-3.
- Have each student total the amount spent in each category.
- Ask students to compare their income (allowance) to outgo (expenses).
- Subtract outgo from income.
- Is the answer positive or negative?
- What adjustments need to be made to keep the net balance positive?
- Discuss decreasing expenses or increasing income.

Now ask students to put 10 percent of their income into a savings category and 10percent into donations.

- Students will need to reallocate their expense plans.
- Discuss making changes in allowances as needs change.
- Give each student a spending plan form to put a personal spending plan in writing.

###Ask students to keep track of their spending for a month. Encourage them to continue working with their spending plans. Remind students that no two spending plans are exactly the same.

Topic: Pay and Benefits

Wages

Vocabulary to learn

staff: the people who work for a company
wages: the money you-get if you are paid every week
earn: get
basic pay: money you get for working the normal hours each week (35 hours in this job)
overtime: money you get for working more than your normal hours

SuperTasty Restaurants
We are looking for **staff** for our restaurants
35-hour week
Wages: Earn €5 per hour **basic pay**
€6 per hour **overtime**
Free meals: all the hamburgers you can eat!
Email personal details to
recruitment@supertasty.com

Salaries

Vocabulary to learn

salary: the money you get if you are paid every month
benefits: the-things you get in addition to money
pension: money you get after you stop working, for example at 55 or 60

KulbitBusiness Television - Producers
We are looking for producers at our studios in Munich.
Salary: €90,000 per year
Working hours: Monday to Friday, 9.00 am - 5.30 pm
Benefits
30 days' holiday per year Company
restaurant with cheap meals Company
car
Company pension
Email humanresources@KulbitBusinesstv.de

BrE: holiday
AmE: vacation

Exercise 1 *Match the two parts of the word combinations. Look at theadvertisements above to help you.*

1	basic		a	hours
2	company		b	meals
3	company		c	pay
4	free		d	pension
5	working		e	car

Exercise 2 *Complete the sentences using word combinations from Exercise 1.The advertisements above may also help you.*

It's great -I can sell my own car. They're giving me a______________________________. They off

I get______________________________, but I don't like hamburgers!

The______________________________are very long: I finish work very late.

The______________________________is very bad, but the overtime is good

Exercise 3 *Match the two parts of the sentences. The advertisements above may alsohelp you.*

1	I'm looking for a job with a better salary:		a	you have to pay €2 for lunch.
2	The company restaurant isn't free:		b	but I can always work overtime.
3	It's a 25-hour week,		c	I don't earn enough where I am now.
4	The other staff are very friendly:		d	that's six weeks a year.
5	I get 30 days' holiday:		e	I have a company car.
6	The benefits are excellent:		f	I like everyone working there.

Written or oral task*: Write an advertisement for your dream job using expressionsfrom the Lesson.*

Topic: Allocating Money (Mini-Case Requiring a Group Activity)

Age group: 11+

Aims:

- To learn and practice vocabulary related to money
- To practise reading skills
- To practise speaking skills

Level: B1/B2

Time: 30-35 minutes

Materials: worksheets with a list of items the committee should decide to buy.

Procedure

- Divide the students into small groups of 3-4.
- Tell them that they are part of the school teachers' and students' committee that decide a lot of questions together. Now they should decide how to spend the money the school has been given to get new things.
- Give them the lists with items and ask to put the items in order from the most important to the least important. They should try to come to a joint decision about the importance of the items they will decide to buy.
- Make sure they discuss it together and are able to explain and defend their choices.
- After the groups have decided you might like to join two groups together so they compare and justify their choices. You could also award points to the group that has the best plan and the best justification for their choices.

Example list:

№	*Item*	*Most Important Reason*	*Least Important Reason*
1	More teachers		
2	New furniture for the classrooms		
3	New sports equipment		
4	Books for the library		
5	A new computer room		
6	Laptops for every student		
7	Interactive whiteboards for every classroom		
8	Stylish furniture for the students' common room to relax		
9	Plants for every classroom and halls		
10	Modern security cameras		
11	Other		

Topic: Saving Money (Reading and Discussion)

- To learn and practice vocabulary related to money
- To practise reading skills
- To practise speaking skills

Age group: 13+

Level: B1/B2

Time: 45 minutes

Materials: worksheet with the text and tasks. Students read advice on how to save moneybefore writing their own tips.

Reading Tips for Saving Money

A financial blogger asked people to share their great ideas for saving money. People calledand gave their opinions. Read them and then decide which tips are the best and worst. Whose tip would save the most money? Is there any advice in the tips that you never take? Why? Explain each of your answers.

Blogger	What are your top tips for saving money?
Helen	My tip for saving money is to take your lunch to work instead of eating out. I usedto spend about 300 rubles every day on lunch, but now I take some food and eat it in the office or, if it's sunny, in a park. Imagine, that saves me 1000 rubles aweek, so that's 4000 a month more or less! Ok, it's not as tasty and fun as eating in a restaurant every day, but look, think of all that money I'm saving now!
Andrew	My tip for saving money is to go out less at weekends. I used to go out all weekend, to the cinema, bars, cafes, you know, just normal things. But now I ask friends to come to my house instead or visit them, we watch films, play computergames and talk a lot. It's much cheaper and sometimes just as fun as going out.
Olga	I think that most people spend lots of money on clothes these days. Go and buy second hand clothes instead of new ones. There are really many good second hand clothes shops and everywhere and I find lots of really funky things. Use your imagination and you can wear really cool clothes for a fraction of the cost of new ones. I am sure second hand clothes are more original and trendy anyway.
Peter	My advice is to keep a list of everything you spend during a week. I mean every single thing, from that extra special can of cola you didn't really need to the lottery ticket you bought with the hope of winning a million! I really mean it! So when you make your list, look and see what things you didn't really need to buy and the next week, just don't do it! It's simple!

Natalie	I used to get the bus to work and now I am cycling. In fact I didn't make thechange in order to economize, I did it to get fit. But now I really notice that I am saving money too. So, my tip is to take less public transport and cycle or walk around the city when you can. You'll save money and keep fit!

Homework: *Write your own top tip and give reasons for it.*

Topic: Banks, Money and Loans

Accounts

'I'm Fred Morton, I am a sales manager. I am with ABCD Bank. I have my **cheque account** in the bank and my salary is **paid directly into my account**. I also have a **savings account** where I save money and **earn interest** (= money the bank pays you).

I can **transfer money** between these two accounts - I can move money from one account into the other. I can go to the bank to do this, but it's easier to use ABCD's **internet banking service** or even my mobile phone with a special bank-online app.

The bank send me a **statement** (= an online list of payments from and to the account)every month, showing me the **balance** (= how much money I have in the account).'

Cards

Cash machines are also called **ATM**s (automatic teller machines), especially in the US.

Lisa:	Do you have a **cash card**?
Fred:	Yes, I use it to **take out** or **withdraw money from cash machines**. I can use the money to **pay cash** for things in shops.
Lisa:	And do you have a **credit card** like Visa or American Express?
Fred:	Yes, I do. It has a **limit of** £5,000 - that's the maximum amount I can spend - but I tryto repay what I **owe** (= need to pay back) every month. I don't want to **get into debt** and owe a lot of money without being able to repay it
Lisa:	I know the problem!

Exercise 1 *Fill in the gaps guessing what is missed. The texts above may help you.*

1. If you have a job, you .... money for the work that you do.
2. When you can look at your account on computer, you use internet ....
3. You can make payments from your cheque ....
4. You can get cash from ....machine.
5. If you don't spend money, you..................... it.
6. Another expression for 'withdraw' is ....
7. If you spend more money than you have, you ....
8. Salaries are .... into ....
9. You use to get money ....
10. Extra money that you get when you save is ....
11. MasterCard is a type of ....
12. You can get money from .... when the bank is closed.
13. To move money from one account to another is to............................it.

Exercise 2 *Complete the text with words from the box. The texts above may help you.*

take out credit card owed cash machine debt cash card limit

John got his first (1) .... when he was a student. At thattime it had a (2) .... of €3,000. When he got his first job, the bank raised the limit to €10,000. John spent too much and got into (3) .... He couldn't pay what he (4) .... every month. In the end, he paid back the debt, but hedoesn't want another credit card.

Jane withdrew money one day at a (5) .... with her (6) .... Later she looked in her handbag and her card had gone - someone had stolen it. She remembered someone was looking over her shoulderwhen she was at the cash machine. They used it to (7) .... all the cash in her cheque account.

Topic: Money Responsibility

Aims

To raise students' awareness of verbs which collocate with ‘money' and give them practiceof using them and promote learner autonomy by encouraging the deduction of meaning of unknown lexis from context.

Level B1/B2

Time 45 minutes

Materials: worksheets

Discussion

1) Have you ever lost any money? Has anybody ever stolen money from you? How did you feel?
2) Have you ever found any money? Did you keep it? Did you spend it or waste onsomething?
3) Have you ever borrowed money and not paid it back?
4) Is there anyone you don’t like lending money to? Why?
5) How much money would you like to earn a year? Why?

Vocabulary to learn

1. Earn money (earned, earned)
2. Make money (made, made)
3. Save money for something (saved, saved)
4. Spend money on something (spent, spent)
5. Waste money on something (wasted, wasted)
6. Inherit money from somebody (inherited, inherited)
7. Invest money in something (invested, invested)
8. Lose money (lost, lost)
9. Borrow money from somebody (borrowed, borrowed)

10. Pay somebody back money (paid, paid)
11. Owe somebody money (owed, owed)
12. Find money (found, found)

13. Withdraw money from the bank (withdrew, withdrawn)
14. Steal money from somebody (stole, stolen)
15. Lend money to somebody (lent, lent)

Lesson Plan

1. Give the students the pictures (worksheet). Tell them that you are going to read a short description of a brother and a sister, and that all the pictures are somehow connected to the description. Ask them in pairs to predict what they are going to hear about. Elicit ideas.
2. Read the case about Tony and her brother to the students and afterwards ask them to say what the actual story is about.

Mary works in a shop and earns 60,000 rubles a month. Her brother Paul is a businessman and makes 300 000 rubles a month. Mary saves nearly all of her salary and only spends a little on food, but Paul wastes all his money on gambling.
They inherited 100,000 rubles each from their grandfather 14 years ago and Mary invested her share in Gazprom. Paul lost all his money at a casino.
He often borrows money from Mary, but never pays her back so now he owes her a fortune. Mary is really lucky. One day she found much money on the ground next to a cashpoint machine, when she was withdrawing some money. She invited Paul to her house to celebrate, but when he was there, Mary saw him stealing money from her wallet. Mary decided never to lend Paul money again.

3. Nominate students to tell the class about the significance of the pictures. *E.g.* "Who do you think the girl in the first picture is?" "Why is there a picture of a casino?"
4. Read the story to the students again and ask them to note down the verbs that are usedin the text that collocate with 'money'. *E.g. spend, save*. Tell them that there are 15 verbs.

5) Ask them to compare their findings with a partner.

Tip: They will probably not have been able to get all of the verbs after one listening.

6) Read the case one more time and ask students to check the verbs that they had heard and try to listen for more.

7) Ask them to compare answers again.

8) Elicit verbs from students and reveal them on an overhead transparency with thepast simple and past participle forms. Drill the pronunciation of the verbs, but don't get into the meaning of unknown vocabulary.

Tip: Tell them that they are going to try to discover the meanings for themselves in the next activity. (*You can give them their own copy if you like*)

9) Give the students a copy of the story and the matching exercise. Ask the students to work individually and try to match the verbs with their definitions using the story as a context from which to deduce meaning.

10) Give the students a few minutes to check their answers in pairs and then check as a class.

Tip: Ask concept questions to check understanding. *E.g. "If I waste money on new shoes,do I really need the shoes?"* or *"If you borrow money from somebody, is it yours or do you have to give it back?"*

11) Give out gap-fill exercise, which students complete in pairs. Check as a class.

***Exercise 1** Fill in the gaps with the correct verb in the correct form.*

(not) earn inherit borrow lend steal find invest waste pay (back) owe withdraw

1. When I was younger, I________________some money in a big company. It was a really good idea because the company was very successful, and I made a lot of money.
2. I was very sad when my grandfather died, but I used the money I___________________from him to study, and I think he would be very happy that I am a teacher now.
3. Claire works as a secretary, but she_________________much money, so her mum often hasto her some.
4. A couple of years ago I________________things I didn't need £20 outside the pub. I ______________it all on.
5. When I was a student I had to_________________lots of money from the bank. I ______________all the money back last year, so now I don't_________________the bank anything.
6. You should be careful when you________________money from a cashpoint machine because somebody might be behind you waiting to_________________it from you.

***Exercise 2** Match the vocabulary with the correct definition.*

1) lose money	a) to receive money from somebody who has died
2) earn money	b) to use money on something you don't need
3) inherit money (from somebody)	c) to take money out of a bank account
4) borrow money	d) If you have borrowed money from somebody we can say that you__________him money

5) lend money (to somebody)	e) to return money that you have borrowed
6) invest money (in something)	f) the opposite of win or find

7) waste money (on something)	g) to get money by working
8) pay (somebody) back money	h) to get money that you have to give back
9) owe (somebody) money	i) to give somebody money that they mustgive back to you
10) withdraw money	j) to buy shares in a business and hope thatyou will make a profit

1	2	3	4	5	6	7	8	9	10

Topic: Pocket Money and Buying Habits

(Questionnaire, Reading and Discussion)

Aims:

- To learn and practice vocabulary related to money
- To practise reading skills
- To practise speaking skills

Age: 13+
Level: B1/B2
Time: 45 minutes
Materials: worksheet with the questionnaire, text and tasks

Questionnaire

Ask the students to complete this questionnaire in pairs ticking the things. Compare and comment on their answers.

1. You and your partner most like to spend money on.

Cinema/theatre visits	Books, magazines
Gym	Cosmetics and toiletries
Clothes	Toys
Sweets (chocolates, candies, etc.)	CDs
Drinks (Cola, Pepsi, etc.)	On-line shopping
Shoes (trainers)	Sporting events (football matches, tennis, etc.)
Computer games	Other

2. *You've seen a very expensive trainer you want to have very much. Do you?*

- ☐ save your money until you can afford it?
- ☐ ask your parents many times until they buy it for you?
- ☐ ask for it as a present on your birthday or New Year?
- ☐ offer to do odd jobs around the house to earn the money to buy it?

3. *Have you ever … ?*

- ☐ earned money from doing odd jobs?
- ☐ earned money from a weekend or holiday jobs?
- ☐ thought about doing an odd job?
- ☐ talked to your parents about doing an odd job?

4. *Have you ever … ?*

- ☐ bought something on the Internet?
- ☐ bought something after you saw it advertised anywhere?
- ☐ bought something from your friend?
- ☐ sold anything to your friend/through the Internet?

Read the text "Pocket money and pester power" and answer the questions below:

Where does most of children's spending money in Britain come from?

Who spends more money, girls or boys? Who saves more money, girls or boys? What is pester power? Who has it?

What is the latest trend in spending?

Compare your answers in the questionnaire with the information you have found out fromthe text. Is there anything in common in spending behavior between young people in Russia and Britain?

Pocket money and pester power

There are over 9 million children aged between five and sixteen years old in Britain. Big companies and advertisers know that this consumer group is very powerful. The total spending power of children in this age group is over sixty million pounds per year! So, how do they get so much money? How do they persuade their parents to spend so much money on things for them? Weekly pocket money or a monthly allowance is one way for children to get some money to spend. The other way is by asking again and again, in other words, by pestering their parents until the parents buy what they want.

Young people's consumer habits - Fact File

Sources of income: parents give their children 60% of pocket money.

Other sources of money are

a. Odd job earnings (helping with chores around the house for money, a paper round delivering newspapers to houses in their area, cleaning Dad's car, babysitting)

b. Handouts (presents of money from friends or relatives)

c. Saturday jobs (over 13 years old some teenagers work on Saturdays e.g. in clothes ormusic shops, supermarkets, sports centres)

Amount of money

Average amount of pocket money = £6.50 a week

Girls total amount spent = £15.20 a week

Boys total amount spent = £12.20 a week

Spending trends

Two thirds of pocket money is spent on sweets and chocolate.

Girls also buy: clothes, shoes, magazines and make up (cosmetics/toiletries). Boys buy: morefood and drink, computer games, videos and CDs.

Recently teenagers are spending more on mobile phone cards than on sweets. Girls spend 50% more on mobile phones than boys. Pester power is increasing every year. Children asyoung as three years old pester their parents to buy the latest videos, sweets and toys.

Варианты заданий и самостоятельных уроков для учащихся 9 классов

Topic: Personal Finance

Traditional Banking

'I'm Lisa. I have an **account** at my local **branch** of one of the big **high-street banks.** I have a **current account** for writing cheques, paying by **debit card** and paying bills. It's a **joint account** with my husband. Normally, we're **in the black,** but sometimes we spend more money than we have in the account and we **go into the red.** This **overdraft** is agreed by the bank up to a maximum of £500, but we pay quite a high **interest rate** on it.

I also have a **deposit account** or **savings account** for keeping money longer term. This account pays us **interest** (but not very much, especially after tax!).

We have a **credit card** with the same bank too. Buying with **plastic** is very convenient. We **pay off** what we spend each month, so we don't pay interest. The interest rate is even higher than for overdrafts!

Like many British people, we have a **mortgage,** a loan to buy our house.'

BrE: current account, cheque accountAmE: checking account

New Ways of Banking

'My name's Kevin. I wasn't happy with my bank. There was always a queue, and on the **bank statement** that they sent each month they took money out of my account for **banking charges** that they never explained. So I moved to a bank that offers **telephone banking.** I can phone them any time to check my **account balance** (the amount I have in my account), **transfer** money to other accounts and pay bills.

Now they also offer **Internet banking.** I can **manage my account** sitting at my computer at home.'

Personal Investing

Lisa again:

'We have a savings account at a **building society** which is going to be **demutualized** and turned into a bank with shareholders. All the members will get a **windfall,** a special once- only payment of some of the society's assets to its members.

We have some **unit trusts,** shares in **investment companies** that put money from **small investors** like me into different companies. My cousin in the US calls unit trusts **mutual funds.**

I also pay **contributions** into a **private pension,** which will give me a regular income when I stop working. I've never joined a **company pension scheme** and the government **state pension** is very small!'

Exercise 1 *Look at the text "Traditional Banking" and say if these statements are trueor false.*

№	*Statement*	*True*	*False*
1	You talk about the local 'agency' of a high-street bank.		
2	Americans refer to current accounts as check accounts.		
3	A joint account is held by more than one person.		
4	If you put 10,000 euros into a new account and spend 11,000 euros, you have an overdraft of 1,000 euros and you are 1,000 euros in the red.		
5	An account for saving money is called a safe account.		
6	An account that pays a lot of interest has a high interest rate.		
7	If you pay for something with a credit card, you can say, informally, that you use plastic to pay for it.		
8	If you pay the complete amount that you owe on a credit card, you pay it down.		

Exercise 2 *Kevin is phoning his bank. What expressions in texts " Traditional banking"and "New ways of banking" could replace each of the underlined items?*

№	*Statement*	*Synonym from the texts*
1	I want to swap £500 from my savings account to my ordinary account, becauseI don't want to have the situation whereI've spent more than I've put in.	
2	How much is in my savings account? What's the amount in there at the moment?	
3	On the savings account, what's the percentage you pay to savers every year?	
4	How much extra money have you added to my savings account in the last three months?	
5	On the last list of the all the money going out of and coming into the account, there's an amount that you've taken off the account that I don'tunderstand.	

Exercise 3 *Match the sentence beginnings (1-3) with the correct endings (a-c).The sentences all contain expressions from the text "Personal Investing".*

1	Investment companies are reporting a sharp increase in the number of	a	If he decides to stay for at least two years he should join. If not, he should take out a personal pension.
2	Consumers are using their windfall gains from building society	b	small investors who are investing in unit trusts.
3	Peter is 26 and is wondering whether to join his company pension scheme.He would contribute a small percentage of his salary andhis employer would make an equivalent contribution.	c	demutualization to buy new furniture ora new car.

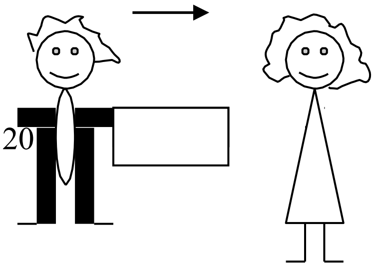
1	2	3

Topic: Borrowing Money

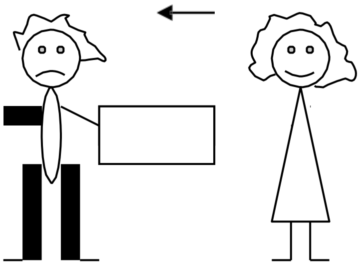
Vocabulary to learn

1	be a creditor	быть кредитором
2	be a debtor	быть должником
3	borrow money from smb	занимать деньги у к-л.
4	capital repayment	выплата основного долга
5	give a loan of 2000 rubles to smb.	дать заем в $200 к-л.
6	go up by 10%	подняться на 10%
7	have a debt of 1000 rubles	иметь долг в $100
8	in real terms	в реальном выражении/исчислении
9	interest on the loan at 10%	процент с займа под 10%
10	lend (lent, lent)	давать в займы
11	make a loss of 1000 rubles	потерпеть убыток в $100
12	make a profit of 200 rubles	получить прибыль в $200
13	outstanding interest	невыплаченный процент
14	owe smb. smth.	быть должным к-л. что-либо
15	repay	выплатить
16	return on the investment	прибыль с вложения
17	the rate of interest on the loan	процентная ставка займа

Read the text and do the exercises below.

£2.20 

Last year

 £2.00

Next year

Mr White gave Mr Brown £2,000 for a year and then Mr Brown gave it back to Mr White. In other words: Mr White **lent** Mr Brown £2,000 or Mr Brown **borrowed** £2,000 from Mr White. Mr White gave Mr Brown a **loan** of £2,000. Mr White was Mr Brown's **creditor**. Mr Brown was Mr White's **debtor**.

Mr Brown **owed** Mr White £2,000 or he had a **debt** of £2,000. After a year Mr Brown **repaid** £2,200. £2,000 was the **capital repayment**. £200 was the **interest on the loan**at ten per cent. Mr White **made a profit of** £200. The **return on** Mr White's **investment** was £200. However, prices in the country **went up by** eleven per cent over the year because of **inflation**. **In real terms** Mr White **made a loss of** about £20.

Exercise 1 *Read the text below and complete the questions after it.*

"X" lent "Y" £5,000 for two years **at ten per cent interest**. At the end of the first year "Y" paid the interest on the loan. At the end of the second year "Y" repaid the **capital** and **the outstanding interest**. Inflation was five per cent in the first year and twenty per cent inthe second year.

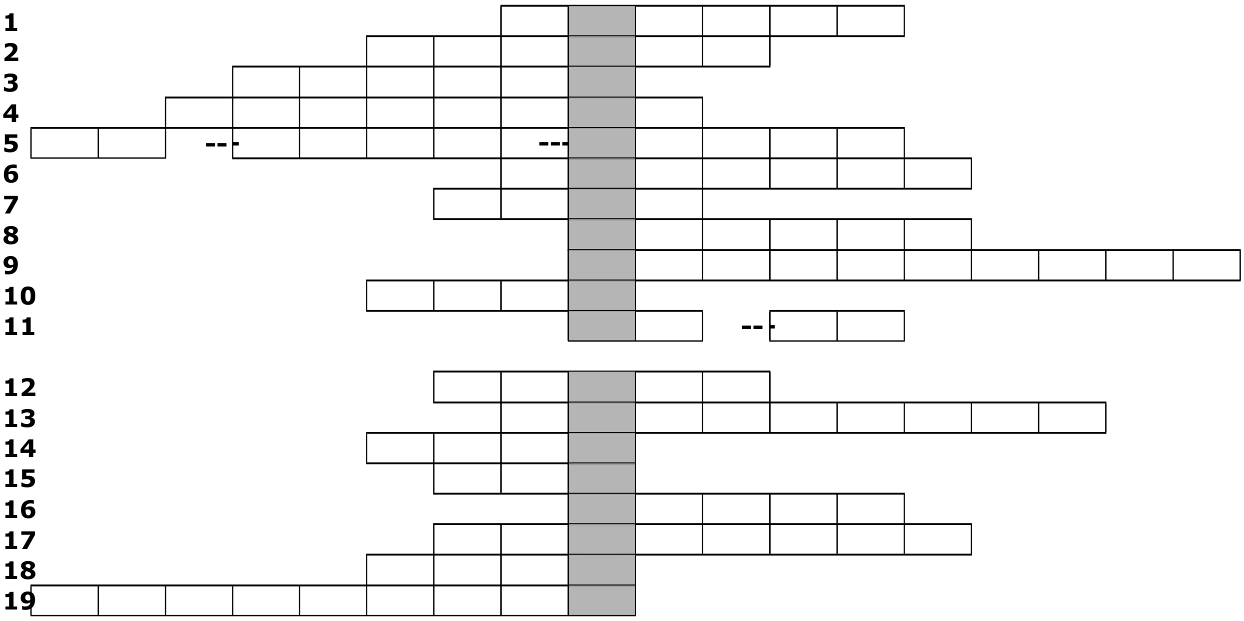
* *
*

Supply the question word in these questions. In pairs, ask and answer the questionsbelow:

1 …………… was the debtor, **X** or **Y**?
2 …………… did **Y** borrow?
3 …………… lent **Y** £5,000?
4 …………… did **Y** repay the capital?
5 …………… interest did **Y** pay in the first year?
6 …………… was the rate of interest on the loan?
7 …………… was the debt at the end of the first year?
8 …………… interest did **Y** pay in the second year?
9 …………… profit did **X** make in real terms?

Exercise 2 **VOCABULARY PUZZLE**

Use the clues to help you fill in the puzzle. All the words are in the passages above.



Clues:

1 To obtain or receive something with the promise to return.
2 Income arising from investment accumulated over a given period of time.
3 Return received on a business activity after all operating expenses have been paid.
4 Fixed charge for borrowing money; usually a percentage of the amount borrowed.
5 Actually, in fact, in reality.
6, 19 Act of returning the exact amount that was borrowed, not including interest.
7 To provide money for a period of time with understanding that it will be returned, usually with an interest.
8 One that owes something to another.
9 Act of investing, i.e. putting money in an enterprise with the expectation of profit.
10 Sum of money lent at interest.
11 To increase.
12 Money asked for a product.
13 Continuous increase in the level of consumer prices.
14 Something owed, such as money, goods, or services.
15 To be in debt.
16 To pay back.
17 Person to whom money is owed by a debtor.
18 Amount by which the cost of a business exceeds its revenue.

Hidden words: Interest owed as a debt

………………………………………………………………………………….

Topic: Monthly Budget

Student activity

Read the Case about Caroline's financial situation. Use the attached budget sheet to set up a regular monthly Caroline's budget. Fill it in.

Expenses	Budget	Actual	Difference
fixed regular expenses			
Rent	$	$	$
Car insurance	$	$	$
Car payment	$	$	$
Job 1	$	$	$
Job 2			
fixed irregular expenses			
Savings	$	$	$
Food	$	$	$
Utilities	$	$	$
transportation			
Bus fare	$	$	$
Gas and oil	$	$	$
Parking and tolls	$	$	$
Repairs	$	$	$

Caroline works part-time at a greeting card company and part-time at a record store. Thenet monthly income from her first job is $600. The net monthly income from her second job is $800.

Her planned fixed monthly expenses include:

- $200 for rent (she shares an apartment with two friends)
- $175 for car payment
- $220 for car insurance

Her planned flexible expenses include:

- $100 (to save for going to trade school)
- $150 for food
- $40 for gas and oil
- $50 for clothes
- $60 for entertainment
- $30 for personal items

This month:

1. Caroline made $45 in overtime pay this month

2. She spent more on fixed, regular expenses because

- rent went up to $225, starting this month
- her monthly car insurance premium went up to $295

3. Her flexible expenses actually were:

- $190 for food (she had a dinner party for which she hadn't budgeted)
- $60 for gas and oil (her car needed an oil change)
- $34 for parking and bridge tolls
- $220 for car repairs
- $80 for a new pair of running shoes
- $70 for entertainment
- $60 for personal items
- $36 for a birthday present for her mother

4. Her unexpected expenses:

Caroline got two speeding tickets in one week. The total cost of both tickets was $230.

How does her budget look now? Fill in her real budget sheet.

expenses	**budget**	**actual**	**difference**
fixed regular expenses			
Rent	$	$	$
Car insurance	$	$	$
Car payment	$	$	$
Job 1	$	$	$
Job 2			
fixed irregular expenses			
Savings	$	$	$
Food	$	$	$
Utilities	$	$	$
transportation			
Bus fare	$	$	$
Gas and oil	$	$	$
Parking and tolls	$	$	$
Repairs	$	$	$

1. What is the difference between Caroline's planned expenses and her actual expenses?
2. In what areas did she overspend?
3. In what areas did she spend less than she planned?
4. How much did she spend for the use of her car this month?
5. How much money did she have at the end of the month to put into savings?

Give your recommendations on how to improve the situation for Caroline.

Topic: Saving and Investing

Overview for teachers

Ahead of time collect brochures on types of savings accounts from local financial institutions. Part of learning about money management includes knowing where to put savings. The value of savings increases differently depending on how the money is managed. Placing savings in something beyond a savings account introduces students to the world of investments.

When they become adults, these students will have control over where they invest their money for retirement. It is important that they understand how to get the best growth for their money. At the same time, they need to understand the chances of losing that moneyin investments.

This lesson introduces students to the basics of how money grows through saving and investing. It introduces the concepts of financial risk and rates of return.

Aim

Understand the different savings options that can increase the value of money. Perform activities associated with calculating interest rates and future values of money.

Lesson objectives

- Consider alternative ways to help money grow through savings.
- Apply simple math concepts to determine the future value of money.
- Introduce the concept of investment risk to students.
- Calculate Simple Interest

Materials: worksheets

Student activity 1: Financial institutions

This activity introduces students to different places where they can put their money so that itearns interest.

List local financial institutions:

- Banks
- Credit unions
- Others

Ask students to research different types of savings accounts at banks and credit unions.

- Put the information on a classroom chart so students can compare the different choices.
- Discuss the differences between accounts in different institutions. Explain that somesavings account choices make it easier to withdraw their money if they experience a money emergency. Other accounts have penalties for taking money out for emergencies.
- Discuss how easy it is to obtain your cash at short notice.

Student activity 2: Interest rates

This activity allows students to practice their math skills to determine the amount of money earned from different interest rates.

- Ask students to calculate the future value of one hundred rubles (100 rubles) placed in a savings account for one year.
- Calculate the interest using differing interest rates. (Examples: five percent, eightpercent, and ten percent).
- Assume simple interest rates.
- Next, calculate each account balance based on length of time held in the account.
- Calculate the amount in each percentage column for three years, five years, and tenyears.
- Discuss the importance of long-term savings to provide money for future needs.

Student activity 3: Stock ownership

This activity introduces students to the riskier world of investments through stock ownership.

- Explain to students that buying a share of stock is another way to increase their money'svalue.
- Tell students that when they buy a share of stock, they own part of that company.
- When the company makes money, they receive part of the profit as a dividend.
- Another way their money increases (or decreases) in value is when the price of a shareof the stock changes.

Topic: The Best Things in Life are Free

Aim

Understand that there are different free options that can help to enjoy life.

Lesson objectives

- Introduce the concept of entertaining without money;
- Consider alternative ways to arrange free types of entertainment.

Student activity: *Individually, in pairs or in groups students brainstorm, discuss and write down enjoyable activities that cost low to no money. Then they take turns sharing their ideas.*

Discussion

The teacher says: We all spend money to feel good. Some of us are able to keep ourspending under control while others simply throw their entire budget off.

What are some items or services you purchase to feel good about yourself?

If you try to build up your personal fund and meet specific financial goals, it is hard to golong periods of time without spending on "treats." One way to help with temptation is to teach yourself that the best things in life are free.

Please, find a way to feel good that does not involve spending money. Then you give some ideas to the students:

- Enjoy nature (beaches, parks, nature walks);
- Socialize with friends (but not go out to eat);
- Visit the library, take out books or rent movies;
- Trade services with friends, instead of paying for them (hair, nail care, babysitting)
- Cultivate a handicraft or other hobby that does not involve spending money

Brainstorming Exercise

Each person should spend 5 minutes brainstorming enjoyable activities that cost low to no money. Then we'll take turns sharing our ideas.