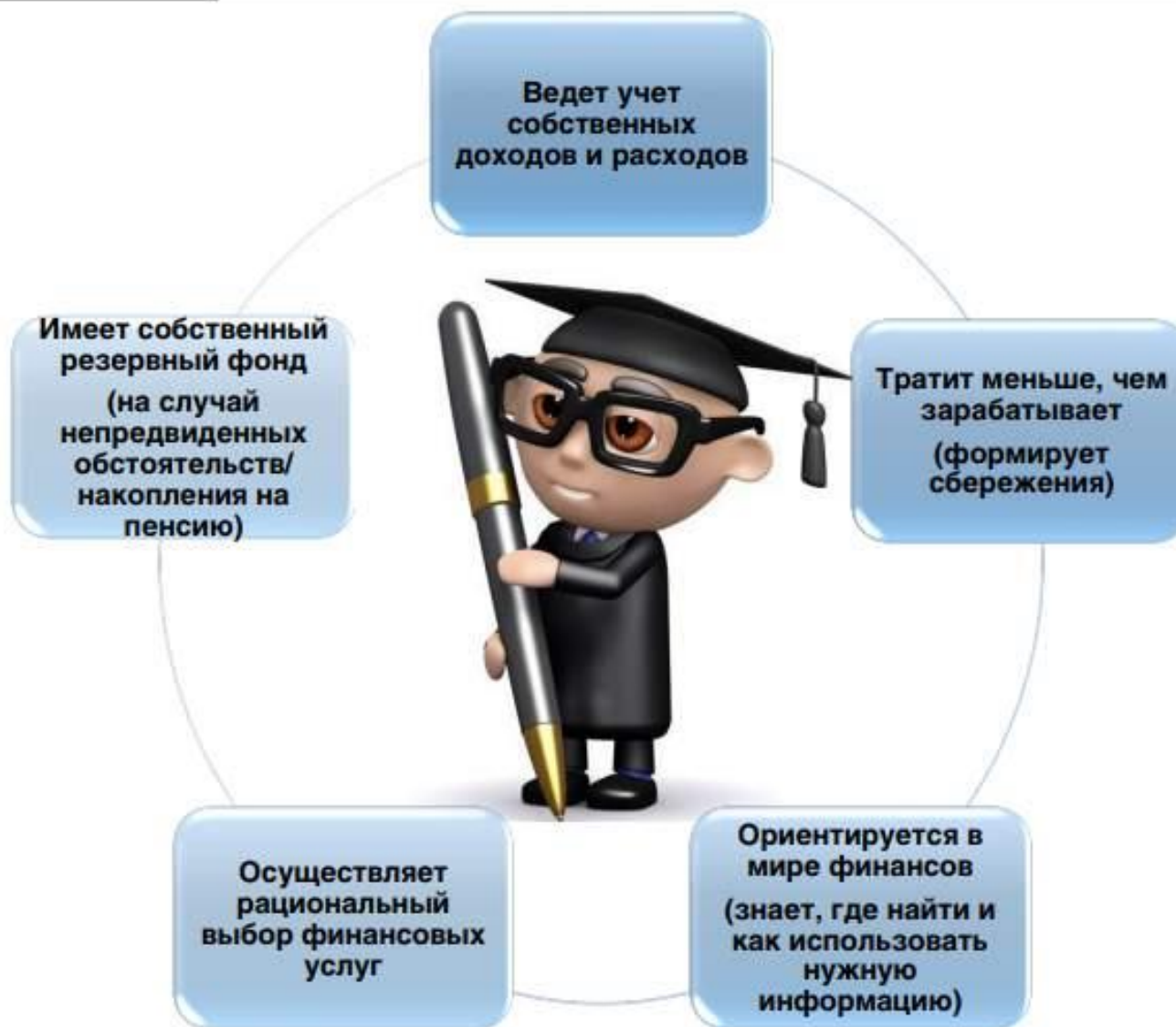
The background features a 3D illustration of financial concepts. On the left, there are several stacks of gold coins of varying heights, with a few coins scattered around. In the foreground, a blue wristwatch with a white face and black numbers is positioned over a green banknote. A red line graph, representing an upward trend, starts from the bottom left and extends towards the top right corner of the image. The overall background is a gradient of blue and purple.

Формирование финансовой грамотности на уроках английского языка

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ЧТО ЗНАЧИТ БЫТЬ ФИНАНСОВО
ГРАМОТНЫМ?

Образ финансово грамотного человека



5 класс



- 1 Put coins A-G in order of value (from lowest to highest).

British Coins



- 2 How much do coins A-F add up to altogether? Which of the following items can you buy with this sum of money?



a packet of crisps



a bar of chocolate



a jar of jam



a carton of orange juice



a bottle of cola



a box of chocolates

- 3 Which coins will you use to pay for each of the items you can buy?

- 4 Imagine you bought the items below yesterday. In pairs act out dialogues, as in the example.

A: What did you buy yesterday?
B: I bought 2 bottles of cola.
A: How much did they cost?
B: They cost 52p altogether.

- 1 two bottles of cola
- 2 a bar of chocolate and a bottle of cola
- 3 a packet of crisps and a bottle of cola
- 4 a jar of jam and a bar of chocolate

- 5 You are in a shop. You have £1. Use the pictures in Ex. 2 to act out dialogues.

A: How much is this bar of chocolate, please?
B: It's thirty-five pence.
A: Here's a pound.
B: Thank you. Here's your change, sixty-five pence.

Project

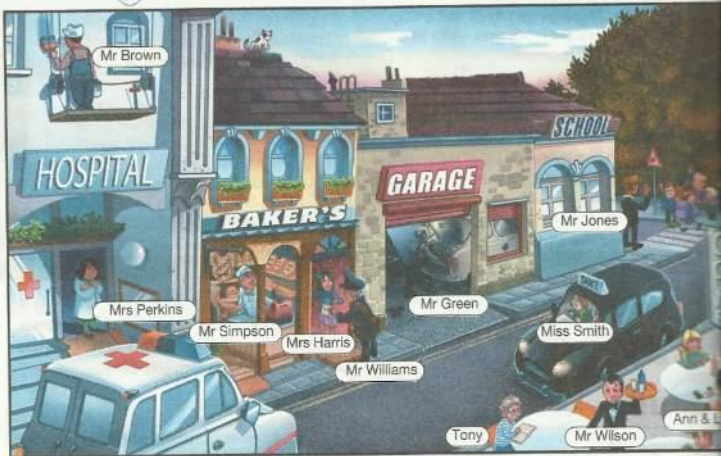
- 6 ICT Make a poster about the coins in your country. Stick or draw pictures and label them. Use information from the Internet to find pictures.

1 euro = 100 cents; 1 rouble = 100 kopecks;
1 dollar = 100 cents

5 класс

6

At work



Vocabulary

Jobs

- 1 Match the people in the picture to the jobs (1-8). How do we form these words?

- | | |
|-----------|---------------|
| 1 painter | 5 waiter |
| 2 doctor | 6 mechanic |
| 3 baker | 7 taxi driver |
| 4 teacher | 8 postman |

► Mr Brown is a painter.

- 2 What are the people doing?

- read a book • talk
- say goodbye to the children
- paint a hospital • look at the postman
- repair a car • wait for the ambulance
- deliver a letter to Mrs Harris
- drive a taxi • serve drinks

Reading

- 3 a) The sentences are from the dialogue between two friends. What is it about? Listen and check.

- What are you doing? • I'm waiting for my dad.
- What does your dad do? • Come and meet him!
- OK, let's go!

James: Hi, Mike! What are you doing?

Mike: I'm waiting for my dad. He's painting this hospital.

James: Is he a painter?

Mike: Yes, he is. I sometimes meet him after school, then we catch the bus home. What does your dad do?

James: He's a teacher. Look! There he is, across the road. He is waving goodbye to the children. We usually walk home together. Come and meet him!

Mike: OK, and then you can meet my dad!

James: OK, let's go!

- b) Read again. What do Mike's dad and James's dad do?

9

Going shopping



Vocabulary

Shops & products

- 1 a) Which shops can you see in the shopping centre? Where are they? baker's, florist's, café, shoe shop, newsagent's, greengrocer's, toy shop, bookshop, chemist's, music shop, fast food restaurant, clothes shop, jeweller's

- I can see a florist shop called Laura's. The florist is next to Benny's on the first floor.

Grammar

Grammar Reference

a/an - the

We use a/an with singular countable nouns when we mention something for the first time. We use the when it is clear which person/thing we mean. Benny's is a shoe shop. The shoe shop is next to Karen's.

- b) You are at the shopping centre. Act out short dialogues. Use: a pair of shoes, some tulips, a CD, a skirt, a magazine, some aspirin, a book, a teddy bear, a meal, a ring.

- A: So, what do you want to buy?
B: A pair of shoes.
A: Let's go to Benny's.
B: Where is it?
A: On the first floor.

Reading

- 2 Listen to and read the dialogue and mark the sentences 1-6 (true) or F (false).

- 1 Emma was at the shopping centre with Kelly yesterday.
- 2 Kelly thinks Emma's new shoes are nice.
- 3 Emma's new shoes weren't cheap.
- 4 Kelly and Emma decide to go to the mall together today.
- 5 Emma doesn't like the Rainforest café.



«British coins»



5 класс

English in Use 7

Shopping for clothes

1 Listen and repeat.

- How can I help you?
- I'm looking for a shirt.
- Any particular colour?
- What size are you?
- Here you are.
- What about this one?
- That's fine.
- How much is it?
- That's £15, please.

2 a) The sentences are from the dialogue between a shop assistant and a customer. Which sentences does each person say? Listen, read and check.

Shop assistant: Good morning, sir. How can I help you?

John: I'm looking for a shirt.

Shop assistant: The shirts are over here. Any particular colour?

John: A blue one, please.

Shop assistant: What size are you?

John: I'm a size 16 collar.

Shop assistant: What about this one?

John: That's fine. Thank you.

Shop assistant: You're welcome!

John: How much is it?

Shop assistant: That's £15, please.

John: Here you are.

Shop assistant: Thank you. Have a nice day!

b) Read again, and answer the questions.

- 1 What is John looking for?
- 2 What colour does he want?
- 3 What size is he?
- 4 How much does it cost?

3 Look at the UK clothing sizes. Are sizes the same in your country?

WOMEN'S SIZES							
8	10	12	14	16	18	20	22

MEN'S SIZES							
Shirts	14	14½	15½	16	16½	17	17½
Trousers	30	32	34	36	38		

CHILDREN (aged 1-14)							
1-2	2-3	3-4	5-6	7-8	9-10	11-12	13-14

T-SHIRTS				
S	M	L	XL	XXL

4 Portfolio: You want to buy some clothes. Use the pictures to act out a dialogue between you and the shop assistant. Use the sentences from Ex. 1. Record yourselves.



Pronunciation //

Reading Rules
sh - /ʃ/ shirt

5 Listen and repeat.

she, shop, fish, wish, short, shoe, sheep, fashion, cushion

English in Use 2

Buying a souvenir

1 a) Listen and repeat.

- 1 How can I help you?
- 2 I want to buy a souvenir.
- 3 How about this key ring?
- 4 How much is it?
- 5 It's £4.
- 6 Here you are.

b) Who says each sentence 1-6 above? A shop assistant or a customer? Listen and read to check.

Shop assistant: Good afternoon. How can I help you?

Marta: Good afternoon. I want to buy a souvenir.

Shop assistant: How about this key ring?

Marta: That's a good idea. How much is it?

Shop assistant: It's £4.00.

Marta: Can I have two, please?

Shop assistant: Sure. That's £8.00.

Marta: Here you are.

6 класс

English in Use 6

♦ Buying a present

- 1 Do you go shopping for your friend's presents? What presents do you buy? What shops do you prefer?
- 2 Read the sentences below and decide if they are said by the shop assistant or the customer. What are they talking about? Listen, read and check.
 - 1 How can I help you?
 - 2 I am looking for a birthday present for a friend.
 - 3 Is it for a girl or a boy?
 - 4 What about a jigsaw puzzle then?
 - 5 How much are they?
 - 6 I'm afraid that's too expensive.
 - 7 I have the perfect thing for you.
 - 8 Would you like me to wrap it?

3 Read the dialogue. What does Greg buy for Judy?

Shop Assistant: Good morning. How can I help you?
Greg: Good morning. I am looking for a birthday present for a friend.
Shop Assistant: Is it for a girl or a boy?
Greg: It's for my friend Judy. She is twelve tomorrow.
Shop Assistant: What does your friend like doing in her free time?
Greg: She likes playing board games and meeting friends.
Shop Assistant: What about a jigsaw puzzle then?
Greg: That's a good idea. How much are they?
Shop Assistant: This one has 5000 pieces and costs €18.
Greg: I'm afraid that's too expensive. I only have €15.
Shop Assistant: Let me see. Does she like painting?
Greg: Yes, she loves drawing and making things.
Shop Assistant: How about this puppet making set? It's only €13.
Greg: That's great. I'll take it.
Shop Assistant: Would you like me to wrap it?
Greg: Yes, please.



- 4 **Portfolio:** Imagine it is your English friend's birthday and you want to buy him/her a present. In pairs, act out dialogues like the dialogue in Ex. 3. Use the toys and prices in the pictures above to help you. Record yourselves.

Pronunciation /ɔ:/-/ɜ:/

Reading Rules

- o + r - /ɔ:/ port • a + l/k - /ɜ:/ chalk
- e, u, i + r - /ɜ:/ girl

- 5 Copy the table in your notebooks. Listen and tick (✓). Listen again and repeat.

	/ɔ:/	/ɜ:/		/ɔ:/	/ɜ:/
form			Turk		
firm			walk		
shirt			work		
short			war		
talk			were		



Диалог «Shopping»



7 класс

Extensive Reading 3

ACROSS THE CURRICULUM: HISTORY

Reading & Listening

- 1 Do teenagers work in your country? What jobs do they do?
- 2 The pictures show English children in Victorian times. What do you think their lives were like? Listen and read to find out.

- 3 a) Read the text and complete the sentences.

- 1 Children's work in cotton factories was
- 2 Chimney sweeps had to be
- 3 Children in mines pushed
- 4 Masters made children work
- 5 Lord Shaftesbury started

- b) Explain the words in bold.

Speaking

- 4 Make notes under the headings. Then talk about children's lives in Victorian times.

- working conditions
- working hours • jobs • wages
- masters

- 5 Discuss the following.

- 1 Do you think it was right for children to do these kinds of jobs?
- 2 Why do you think children did these jobs? How did they feel?
- 3 Would you do any of these jobs? Why (not)?

CHILDREN IN VICTORIAN TIMES

VICTORIA was the Queen of England, from 1837 to 1901. During early Victorian times, children from poor families worked from the age of five to feed themselves and their families. These jobs weren't easy and were often dangerous.

MANY CHILDREN worked as **chimney sweeps** because they were small and thin. They climbed up narrow chimneys to clean them. Street children or **orphans** usually did this job.

A LOT OF CHILDREN also worked in **cotton factories**. When the **cotton threads** broke, children went into the machines to **fix** them. This was very dangerous.

OTHER CHILDREN worked in coal mines. They pushed **trucks** of coal or they opened and closed doors to let air through **tunnels**.

THE MASTERS were often **cruel**. Children worked long hours for very low wages. A lot of children had health problems and accidents.

LORD SHAFTESBURY helped to stop **adults** from using young children at work. He started free schools for poor children. By the end of Victorian times all children went to school until the age of 10.

Writing (a short text)

- 6 **ICT Portfolio:** Work in groups. Did children work in your country in the 19th century? Use your history books or the Internet to find out. Write a short text about what kind of jobs they did and what their lives were like.

9

Can I help you?

Vocabulary

Products/Shops

- 1 a) Where would you buy the items in the pictures?

- b) Act out exchanges as in the example.

- A: What do you need?
B: Some crayons.
A: OK. Let's go to the stationery shop.



first aid kit teddy bear toothbrush crayons

Clothes shop:
Stationery shop:
Toy shop:
Optician's:
Sports shop:
Chemist's:
Jeweller's:
Electronics shop:



swimsuit socks



basketball ring diary camera sunglasses hooded sweater

Jobs in shops

- 2 Match the jobs to the correct descriptions. Then complete the gaps.

- | | |
|------------------|---------------------------------------|
| 1 cashier | A I am in charge of the shop & staff. |
| 2 manager | B People pay me money. |
| 3 shop assistant | C I clean the shop. |
| 4 security guard | D I help customers. |
| 5 cleaner | E I protect the shop. |

- 1 The made sure the alarm system was working before he started his shift.
- 2 The had to wash the floor after someone spilt some orange juice.
- 3 The had to hire extra staff over the busy Christmas period.
- 4 The went to find a larger size for a customer.
- 5 The had a big queue of people waiting to pay.

Reading & Listening

- 3 a) Read the first exchange. What do you think Dave needs for camp? Choose from the pictures in Ex.1. Listen, read and check.

Mr Todd: Have you finished packing for camp?
Dave: Not yet.

Mr Todd: You've been packing all morning! Do you need any help?

Dave: Yes, please. I'm sure I've forgotten something.

Mr Todd: Have you packed your swimming trunks and towel?

Dave: Oh bother! I forgot to pack my towel.

Mr Todd: And did you buy sunscreen?

Dave: Yes, I put it in with my shampoo.

Mr Todd: Have you put in your toothbrush and that tube of toothpaste I gave you?

Dave: Actually, no.

Mr Todd: Here's £40 for snacks. And remember to buy a phonecard when you get there.

Dave: Sure. Thanks, Dad.

Решение финансовой задачи



The presentation screen displays a financial problem about reusable bags. On the left is a green reusable bag with a white recycling symbol. To its right is a diagram showing the progression of bag usage: 1 поход в магазин (1 trip to the store) leads to 1 пакет (1 bag), which leads to 1 месяц (1 month), which leads to 6 месяцев (6 months). Below the diagram, the text reads: 50 P. (50 rubles), SAVE THE EARTH - SAVE MONEY, ECONOMY: 1 MONTH - $16 \cdot 5 - 50 = ?$ 30, 1 YEAR - $16 \cdot 12 \cdot 5 - 50 = ?$. A woman is standing to the right of the screen, pointing at the text. Handwritten red notes are visible on the screen: $\times 16$ over 80 next to the 6 месяцев label, and the number 30 next to the 1 MONTH calculation.

50 P.

SAVE THE EARTH - SAVE MONEY

ECONOMY: 1 MONTH - $16 \cdot 5 - 50 = ?$ 30

1 YEAR - $16 \cdot 12 \cdot 5 - 50 = ?$

1 поход в магазин

1 пакет

1 месяц

6 месяцев

$\times 16$
80

8 класс

3b

Listening & Speaking

Work & Jobs

- 1 a What does each person in the pictures do for a living? Choose from the list.

author traffic warden vet lion tamer
artist operator air traffic controller
waiter architect graphic designer cashier
computer programmer accountant bank teller
car salesman pizza delivery boy sales assistant

► John might be ...
I think Steve is ...

- b What field of science should a person study to become a(n) ...?

computer programmer accountant
teacher geologist mechanic

- 2 a Complete with: *freelancer, desk, uniform, full-time, overtime, shift, salary, deadlines, pay rise, part-time*. Listen and check.

- Bob has to travel a lot. A(n) ... job isn't for him.
- John works Monday to Friday, 9 to 5. It's a(n) ... job.
- The hours are unpredictable. My father often has to work ...
- My brother doesn't have to wear a(n) ... at work.
- Jim's father is very well paid. His ... is £50,000 a year.
- Tom's mother has just got a Now she's on £1850 a month.
- They often have to meet tough ... , but they manage.
- Ann often works the night It's tiring, but she doesn't mind.
- Now that Jenny has children, she works ... from 4 to 8 every weekday.
- She works as a(n) ... from home.



- b Use the words/phrases in Ex. 2a to talk about your parents' jobs.

► My mum has a full-time job as a teacher. She doesn't have to wear a uniform at work. She recently got a pay rise. My dad is a journalist. He works as a freelancer from home. He often has to meet tough deadlines, but he manages.

- 3 a Look at questions A-F in the box. What is the dialogue about? Complete the dialogue with questions A-F. Two questions don't match.

- A: 1) ...
B: She works as a personal assistant to the general manager of a computer company.
A: 2) ...
B: No, she works 9-5 Monday to Friday.
A: 3) ...
B: She makes travel arrangements for her boss and she gets in touch with different clients around the country.
A: 4) ...?
B: The money's great. She gets over £40,000 a year. She also gets a three-week holiday every summer.

- A What's the pay like?
B Is it part-time?
C What exactly does the job involve?
D How long has she been working there?
E What does your mum do for a living?
F How does she like her job?

CULTURE CORNER 3



- 1 Do you know who any of these people are? How are they related to money in Britain? Read to find out.

- 2 a Read the text again. Make derivatives of the words on the right so that they fit the text. Complete the blanks with those new words.

- b Listen to and read the text again. What is each person famous for?

- 3 Match the highlighted words to their meanings.

small parts that are difficult to see
meaning the same as
a person who makes something new or better
an annoying person or thing

- 4 Complete with: *name, call, make in the correct form*. Explain the phrases. Are there similar ones in your language?

- She was crying because some rude boys ... her names.
- He ... a name for himself as a painter.
- Have you chosen a ... for the baby?

- 5 ICT Collect information on the history and development of banknotes/coins in your country. Present it to the class.



BRITISH BANKNOTES

1 British money is called the 'pound', or sometimes 'pounds sterling'. The word 'sterling' probably ... with a little silver coin 1000 years ago. A 'pound' referred to how many coins you needed to make a pound in weight. Back then, as now, this was worth a lot: check the price of 400 grams of silver today!

ORIGIN

2 It was a nuisance to carry round so many coins, so people put them in a bank. The bank gave notes to their customers, representing a number of pounds. Customers used these notes to buy things from a merchant. The merchant could take the note to the bank and exchange it for silver coins. In fact, British banknotes still say 'I promise to pay ...' on them, and then their value – followed by the ... of the Chief Cashier of the Bank of England.

SIGN

3 Of course, the notes don't get you pounds of silver any more! For many years, they have been In the 1960s, British banknotes began to carry pictures of famous British people on them.

SYMBOL

4 These included Elizabeth Fry, a prison reformer; Sir Edward Elgar, a ... and Adam Smith, an economist. These pictures change from time to time, but there is one person who is always on a British banknote: the King or Queen!

COMPOSE

5 These pictures make the notes ... , but they have another purpose.

ATTRACT

6 They are full of ... details that make them difficult to copy, or 'counterfeit'. There are four British banknotes: £5, or the 'five'; £10, or the 'tenner'; £20 and £50.

HIDE

7 If you are wondering why there is no £100 note, or even higher – well, most banks don't like to create high-value notes. It is because it makes it easier for ... to steal large amounts.

CRIME



Проектная деятельность



9-11 классы

6d

Vocabulary & Speaking

Public Services

- 1 a Look at the public services in the pictures. Which of the places would you call/go to if you wanted to:

- 1 open a savings account?
- 2 buy a stamp?
- 3 report a fire?
- 4 visit a friend who is ill?
- 5 buy a train ticket?
- 6 borrow or return some books?
- 7 pay in/withdraw some money?
- 8 report a crime?
- 9 meet the mayor?
- 10 send a parcel?
- 11 have your car washed?



- b Which of these places did you last call or go to? What for?

- I went to the post office yesterday to send a parcel to my aunt.

Jobs & Qualities

- 2 In which place(s) in Ex. 1a do the following people work? What qualities do they need? Why? Make sentences.

- nurse • attendant • surgeon • doctor
- librarian • mayor • secretary • police officer
- forensic scientist • detective • cashier • postal worker • fire officer
- postman

friendly brave organised

fit healthy strong caring patient
skilful intelligent careful
hardworking likeable efficient
calm honest responsible practical

- A nurse works in a hospital. A good nurse needs to be caring as she looks after sick people.

3

- Match the sentences to make exchanges. Listen and check, then say where each is taking place. Which words helped you decide?

- | | |
|---|--|
| 1 Two stamps, please. | a Single or return? |
| 2 Two second-class tickets to Manchester, please. | b Platform twelve. |
| 3 I'd like to send this parcel to France, please. | c Certainly. How much? |
| 4 I'm just returning these books. | d I'm afraid it's out right now. Would you like to reserve it? |
| 5 I'd like to withdraw some money from my account. | e First or second-class? |
| 6 I'd like to open an account, please. | f OK. Could you fill in this form? |
| 7 Which platform does the 8:30 from London arrive at? | g They're a week overdue. That's one pound, please. |
| 8 Excuse me, have you got 'Harry Potter and the Philosopher's Stone'? | h Can you put it on the scales? |

4

- Imagine you are in London. You need to do the following. In pairs, act out dialogues. Record yourselves.

- send a birthday present to your friend at the post office
- reserve a particular book for your history project at the library
- change some money into pounds at the bank

8e

Writing Skills

Letters Of Application

- 1 Read the advert and find the most important information, then answer the questions.
- 1 What is the purpose of the advert?
 - 2 Who is it aimed at?
 - 3 Where could you see it?
 - 4 What qualities/experience do you need if you want to apply?
 - 5 How do you apply?

Volunteers aged 13+ wanted

for the Sea Turtle Rescue Centre on the Greek island of Zakynthos to patrol and clean beaches, provide tourist information & help injured turtles.

- No experience necessary, but applicants must:
- have an interest in conservation,
 - be fit and good at dealing with people,
 - speak English (other languages is an advantage).

Download our application form and email it, with your letter of application, explaining why you would be a suitable volunteer, to:
markhudson@seaturtlecentre.org

2

- Imagine you want to apply to be a volunteer at a rescue centre this summer. Complete the application form below.

Volunteer Centre Application Form

Surname: Forename(s):

Age: Sex (M/F): Nationality:

Address:

Email address: Tel. no.:

I am interested in participating (please circle one):

12th – 25th Jul. 26th Jul. – 8th Aug. 9th – 22nd Aug.

Languages (please ✓ & indicate level of knowledge – basic, intermediate or advanced/fluent):

English ☐

German ☐

French ☐

Russian ☐

Spanish ☐

Italian ☐

Other (.....) ☐

Hobbies/Interests:



9-11 классы

3b

Listening & Speaking Skills

Vocabulary

Jobs

1 Look at the job categories (1-9). Add two more jobs to each.

① working from home as a freelancer (e.g. an artist, an author, a translator)

② having a skilled job (e.g. a plumber, a gardener, a carpenter, a mechanic, a fisherman)

③ being the boss of a big company or institution (e.g. chief executive officer (CEO), a managing director, a president)

④ becoming a professional person (e.g. an architect, a lawyer, an engineer)

⑤ having a 9-5 job in an office (e.g. a bank clerk, a secretary)

⑥ becoming a famous celebrity (e.g. a singer, a dancer, an actor)

⑦ working in the armed forces/emergency services (e.g. a naval officer, a pilot, a firefighter)

⑧ running your own business (e.g. a hairdresser, a beautician, a florist)

⑨ working in the medical profession (e.g. a vet, a doctor, a nurse, a surgeon, a dentist)

2 a Look at the jobs in Ex. 1 again. Find at least two jobs that the following people couldn't do.

- "I get seasick easily." Jane
- "I can't stand being behind a desk." Tony
- "I don't want to go to university." Pat
- "I'm not good at working with my hands." Pete
- "I don't want to work in the evenings or at weekends." Mary
- "I can't stand working shifts." John
- "I can't stand the sight of blood." Sue
- "I can't work for others." Bob

b Find at least one type of job which ...

1 involves a lot of travelling.	8 requires that you wear a uniform.
2 somebody can do part-time.	9 requires shift work.
3 is 9 to 5.	10 pays a good salary.
4 is full-time.	11 requires highly-qualified personnel.
5 can be done outdoors/indoors.	12 you can do as part of a team.
6 is risky.	13 gives you a lot of responsibility.
7 starts early in the morning.	

Everyday English

Asking about & expressing wants/intentions

3 Use the language in the box and the ideas in Exs 1 & 2 to discuss, as in the example.

Asking		
<ul style="list-style-type: none"> • Would you like to ...?/What would you like to ...? • Do you want to ...? • Are you going to ...? • Do you think you'll ...? 		
Responding		
<table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> • I'm going to ... • No, I wouldn't like to ... • I don't really want to ... • Yes, I (definitely) hope to ... </td> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> • Yes, I think I'll ... • No, I don't think so. • I don't think I'll ... • I'd like/love to ... </td> </tr> </table>	<ul style="list-style-type: none"> • I'm going to ... • No, I wouldn't like to ... • I don't really want to ... • Yes, I (definitely) hope to ... 	<ul style="list-style-type: none"> • Yes, I think I'll ... • No, I don't think so. • I don't think I'll ... • I'd like/love to ...
<ul style="list-style-type: none"> • I'm going to ... • No, I wouldn't like to ... • I don't really want to ... • Yes, I (definitely) hope to ... 	<ul style="list-style-type: none"> • Yes, I think I'll ... • No, I don't think so. • I don't think I'll ... • I'd like/love to ... 	

A: Do you think you'll be the boss of a big company one day?
B: No, I don't think so, because I don't really want to have a lot of responsibility.



СПАСИБО ЗА ВНИМАНИЕ