

# Pocket Money and Pester Power

## Topic

Pocket money, young people's spending habits, pester power

## Aims

- To learn and practise vocabulary related to money and spending
- To practise speaking skills
- To develop reading skills
- To practise question formation

## Age group

12- adult

## Level

B1/ B2

## Time

60 – 90 minutes

## Materials

1. Pocket Money and Pester Power student worksheet
2. Internet links: <http://www.mirror.co.uk/news/uk-news/british-childrens-pocket-money-surged-4502691> - article about UK pocket money  
<http://www.theguardian.com/money/2014/sep/08/uk-teenagers-losing-pocket-money> - Article comparing pocket money rates across Europe  
<http://www.theguardian.com/money/2013/aug/30/pocket-money-facts-figures> - Interesting facts and figures about pocket money

## Introduction

Introduce this topic by brainstorming around the word money. Draw a mind map on the board with the central word money and branches off the word. Give examples to get them started: e.g. income (the money you earn from your job). For a lower level give a word search grid and hide some of the key words from this lesson in it: earn, save, spend, savings, pocket money, job. Contrast the use of words like savings (compared to the verb to save), earnings (to earn)

You could also use the title of the lesson e.g. Does anyone know what pocket money is? Do you get any? Do you think it is a good idea? What does 'pester' mean? Look it up in a dictionary. Who is doing the pestering?

## Procedure

<b>1. Task 1 – Your consumer habits</b>	<p>The questionnaire can be done individually with oral feedback. Get examples of answers round the class. You could also do it as a pair interview. This questionnaire helps you clarify vocabulary coming up in the lesson and previews ideas. Explain the meaning of odd jobs, get more examples of what an odd job might be. You can also introduce the word chores as an odd job which some parents pay their children to do. Is this strange? Do parents pay children to make their beds in their country? Is this a good idea?</p>
<b>2. Task 2 – Pocket money and pester power</b>	<p>You could get students to try to predict the answers to these questions before they read. This will help to prepare them and focus them on the information they need to look for. Then get them to read the text and see if they were correct.</p> <p>Answers:</p> <ul style="list-style-type: none"> <li>• <i>Where does most of children's spending money come from? (Pocket money)</i></li> <li>• <i>Who spends more money, girls or boys? (Girls)</i></li> <li>• <i>Who saves more money, girls or boys? (Girls)</i></li> <li>• <i>What is pester power? Who has it? (The power to persuade parents to spend money. Children as young as 3 in the UK have it)</i></li> <li>• <i>What is the latest trend in spending? (Mobile phone top up cards)</i></li> </ul>
<b>3. Task 3 – How do you compare?</b>	<p>Give as much guidance as necessary, depending on the levels. With lower levels you can write 2 contrasting sentences and they tick those which apply to them. You could do this as a dictation. Dictate possible contrast sentences and students only write those which apply to them.</p> <p>The 'pester power' discussion could be developed more with higher levels. Is there children's TV? Do they find a lot of adverts with toys and sweets during the children's programmes? Do they agree with this?</p> <p>Note: Check the exchange rate and look at the money in your local currency. Is it a lot? The same? Less? Use this as an opportunity to look at money and numbers with a weak group. A simple follow up is to give a list of articles teenagers buy and their average</p>

	price. Students ask and answer using the prices. How much does a teen magazine in the UK cost? It usually costs X pounds. That's more/less than teen mags here.
<b>4. Task 4 –Class survey</b>	<p>Depending on the enthusiasm and level give guidance on questions for the survey with prompts on the board: How much/How many /How often/ do you/ get/ earn/buy/sabe. This could be a good opportunity to review basic question forms.</p> <p>Run through each pair or group's questions before they ask each other. A scientific class might like to represent their findings in graphic form.</p>
<b>5. Task 5 – Discussion</b>	This discussion is best suited to intermediate level students. Put them in small groups to work through each statement. Hold a class vote on each statement and/or get each group to write one sentence in their own words to say what the attitude to teenagers working is in your host country.

### Contributed by

Clare Lavery