



English

Year **10**

#личные
финансовые
кризисы
#English
#10 класс

Lesson Topic: Jane Austen's England. Dire Straits

Lesson created by Maria Garder

Teacher's comments: In this lesson, students watch a fragment of the film, Sense and Sensibility, read historical documents about the prices and cost of living in Georgian England, and compare possible strategies of coping with a financial crisis in the 18th-19th century and today.

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

1. **English:** practice reading for specific information, as well as reading for detail; learn about the history, society and culture of Georgian England.
2. **Cross-subject:** operate numbers to calculate various expenditures, cost of living and budget.
3. **Financial Literacy:** compare the impact of a loss of income for a woman in the past and today, as well as strategies of overcoming a financial crisis.

Key vocabulary and structures: a maid, a carriage, spendings, costs, income, annual, tenants, servants, to rent, to employ, competence (in Jane Austen's meaning), wealth, to maintain a family, demands, extravagant, property, landed gentry, to own land, estate, to inherit.

When to teach: *Passive skills.* To benefit from the lesson, students should be able to understand key information in a non-adapted text. *Active skills:* Students should be able to mentally perform basic calculations.

Time: 40 minutes.

Resources: Whiteboard, markers, OHP and screen / computer and loudspeakers, a copy

of Sense and Sensibility (1995, director by Ang Lee), handouts (see Teacher's Materials file), paper, pens.

Lesson procedure

Timing	Action	Goals
Warm-up, reading 5 min	<p>Read the beginning of the book. On his deathbed, Henry Dashwood talks to John Dashwood, his son, asking him to help his widow and their three daughters after Henry dies (see text 1 in the Teacher's Materials file).</p> <p>Introduce the main characters of the film (it is a good idea to demonstrate pictures)</p> <p>Q: Why can't Mr Dashwood leave his estate to his wife?</p> <p>A: He can only use the estate, he is not the owner.</p> <p>Q: How much money have they got?</p> <p>A: £500 a year.</p> <p>Q: What do you think will happen next?</p>	To get students' interest; to practice reading for gist; to introduce the historical context; to activate schemata related to personal financial crises.
Listening 5 min	<p>Watch a fragment of the film (from 1:00 to 3:50) and note down sums that John thinks of giving Mrs Dashwood. (First £3000, then £1500, then break it into £100 a year, then £20 "now and then", finally, no money at all.)</p> <p>Qs after watching: How does Fanny, John's wife, see the Dashwoods' spendings and lifestyle?</p> <p>A: No house maintenance, no carriage and horses, hardly any servants, no company. Harsh as Fanny may seem, she is partly right: in the time of Jane Austen, you could live on very modest money, and social status always entailed higher expenses (house maintenance, horses, hiring servants, organising events etc.).</p>	To practice listening for detail; to compare life of various social groups in Georgian England in terms of their income and spending.
Listening 15 min	<p>Read the essay describing Economics in Sense and Sensibility (see text 2. Income spread in the Teacher's Materials file) and calculate approximately what kind of life Mrs Dashwood and the girls will lead now.</p> <p>Watch the fragment of the film where Mrs Dashwood and the girls are looking through "advertisements" of houses for rent (from 10:46 to 11:00), get a letter with an invitation from Sir John Middleton (from 17:35 to 17:57), arrive at the cottage and begin their new life (from 27:30 to 28:45), and talk about food spendings (from 49:34 to 49:49).</p>	To practice listening; to understand what strategies of managing their difficult financial situation were available to a family of women in 18 th -19 th century England.

Timing	Action	Goals
Speaking 10 min	<p>Q: How do they cope with their financial crisis?</p> <p>A: They try to be as economical as possible (live in a small cottage with low rent, share bedrooms, cut down on heating, give up the carriage and horses, only employ two servants, go without beef).</p> <p>Q: Today, if a woman was in a difficult financial situation, what would she do?</p> <p>Brainstorm ideas.</p> <p>Possible answers: Apply for social benefits, if the situation allows it; find an extra part-time or full-time job; borrow money from friends/relatives.</p> <p>Q: Why is the situation so different today?</p> <p>A: The law was very different. Women could neither work nor borrow money (because there was no way they could pay it back).</p> <p>Q: What was the most popular strategy of overcoming financial crisis in the past?</p> <p>A: a comfortable marriage. Also (not shown in the film, but a fact from the life of Jane Austen herself) some women relatives or friends moved in together and combined their small incomes.</p>	To practice free short-term speaking; to practice using vocabulary related to budgeting and personal financial crises; to contrast past and present legislation affecting the lives of women.
Closure 5 min	Homework. Watch the full film, Sense and Sensibility. How do the Ferrars brothers and the Dashwood sisters cope with their financial crises? Write at least 5 sentences about each situation.	To set homework, to give the lesson a closure.

Potential problems and solutions

1. The students may find it problematic understanding the feelings and life choices of book/film characters they are not acquainted with very well. If your schedule permits it, show the full film before you teach the lesson or set it as preparation for the lesson. In any case, briefly introducing the main characters and demonstrating their images is a good idea, do not cut it out for the sake of saving time.

References:

1. Georgian England through Jane Austen's works: https://en.wikipedia.org/wiki/Georgian_society_in_Jane_Austen%27s_novels
2. The purchasing power of money in Georgian England: <http://www.jasna.org/persuasions/printed/number12/heldman.htm>
3. In Jane Austen's Own Words: Economic Sense and Sensibility: <https://janeastensworld.wordpress.com/2008/06/09/in-jane-austen%E2%80%99s-own-words-economic-sense-and-sensibility/>
4. Cost of Living: http://footguards.tripod.com/08HISTORY/08_costofliving.htm

Выводы по итогам апробации в Пироговской школе

Наибольший интерес вызвало:

- Урок входит в категорию страноведческих, познавательных и потенциально даже более интересных для учащихся, чем просто урок языка. Ученики проявили самый живой интерес к сравнению цен на различные бытовые товары в георгианской и современной Англии, интерес вызвала и возможность сравнить уровень доходов и расходов небогатой английской семьи времен, описанных Джейн Остен, и современной российской семьи.
- Также живой отклик и сочувствие вызвало положение женщин в георгианской Англии, несправедливые законы о наследовании земли и недвижимого имущества.

Наибольшую трудность представляло:

- необходимость вести подсчеты на английском языке в практически спонтанной речи, а также понимание неадаптированной речи носителей языка на слух.

Рекомендации:

- для наибольшей эффективности урока представляется разумным проводить его после того, как учащиеся либо ознакомятся с романом Джейн Остен «Разум и чувства» в качестве домашнего чтения, либо просмотрят перед уроком одну из экранизаций романа.