



English

Year 9

#личные
финансовые
кризисы
#English
#9 класс

Lesson Topic: Cooking The Books

Lesson created by Maria Garder

Teacher's comments: In this lesson, students discuss the story of a crime gone wrong, analyse the reasons that may have led to the tragic ending, evaluate how far the main character's gambling addiction may have aggravated his personal financial crisis, learn more about gambling and write a letter to the main character of Cooking the Books.

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

1. **English:** learn and practice vocabulary related to addictions and financial crises; practice free speaking.
2. **Cross-subject:** understand very basic concepts of the probability theory.
3. **Financial Literacy:** raise awareness of obsessive-compulsive behaviour as a factor in personal financial crises, understand the importance of recognising it in early stages, as well as dangers of ignoring it.

Key vocabulary and structures: to cook the books; damages; insurance; an alibi; alimony; gambling; the odds; to have the edge over sth/sb; addiction; glamorous; random/randomness; probability/chance.

When to teach: The story is rather too long to be both read and discussed at the same lesson so it is advisable that students should have it as a home reading task before the lesson. **Passive skills.** To benefit from the lesson, students should be able to understand key words and phrases in a talk by a native speaker. **Active skills:** Students should be able to use argumentation in speaking and writing.

Time: 40 minutes.

Resources: Whiteboard, markers, handouts (see Teacher's Materials file), computer and loudspeakers, a fragment of an interview with Ashley Taylor Dawson (see Materials folder), paper, pens.

Lesson procedure

Timing	Action	Goals
Warm-up 5 min	Do a quick comprehension check (see Teacher's Materials file). Ask your students why the story is titled Cooking the books.	To build students' confidence; to check comprehension; to practice semi-controlled speaking.
Speaking 5 min	Identify reasons for Haldeman's financial crisis (see the Key file for answers). Which of them are unavoidable and which could be taken under control? (unavoidable: the change of fashion trends – partly, at least; alimony; could be taken under control: apartment could be changed; gambling)	To activate schemata related to personal financial crises; to practice semi-controlled short-term speaking; to lead up to the issue of gambling.
Reading, 5 min	Gambling. What is it and how it works? Elicit what your students already know. Then hand out texts, Why Do People Gamble? And How Gambling Works. Give your students 3 minutes to read the texts and underline the most important aspects of gambling as an addiction. Check ideas as a whole class. (See the Key file for answers.) Elicit meaning of new vocabulary as you come across it and write it down on the whiteboard.	To practice reading for detail; to practice summarising skills; to practice new vocabulary.
Listening 10 min	Tell your students they are going to hear a fragment of an interview with Ashley Taylor Dawson, an actor of a British series, Hollyoaks, whose character Darren had serious problems with gambling for a while. You can demonstrate a picture of Ashley as Darren. Their task is to listen and note down which aspects of gambling that Ashley mentions they read about in the two texts, and which is/are new. Play the interview (see Materials Folder), let students check answers in pairs, then do a whole-class check. (See the Key file for answers.)	To practice listening for detail; to learn about some important aspects of gambling as an addiction; to practice semi-controlled speaking.
Writing 10 min	What are the similarities between Darren Osborne and Haldeman in Cooking the Books? (They both believe they have a perfect plan and are in total control of the situation.) In 5 minutes, write a short letter to Haldeman, you need to talk him out of his plan. Have you got any suggestions to cheer him up and make him change his mind? Try to use some of the vocabulary you have learned to day. As students write, walk around helping. Note down two or three mistakes worth noting.	To practice free writing; to invite students to think about alternatives of coping with financial crises; to help build empathy.

Timing	Action	Goals
	After 5 minutes, invite one volunteer to read her/his letter aloud.	
Closure 5 min	Do an impersonal whole-class feedback on the mistakes you have noted down. Finish the lesson.	To consolidate new vocabulary; to give the lesson a closure.

Potential problems and solutions

1. Ashley Taylor Dawson speaks fairly clearly but often at a fast pace and using idiomatic language. Reassure your students saying they do not need to understand every single word of the interview. Their task is to get the main ideas and check which of them they have read about previously. If necessary, play the video (or part of it) twice.

References:

1. Cooking the Books. In: Oxford Bookworms Club Stories for Reading Circles Diamond (Stages 5 and 6):
https://elt.oup.com/catalogue/items/global/graded_readers/bookworms_club/9780194720083?cc=ru&selLanguage=ru
2. Interview with Ashley Taylor-Dawson:
<https://www.youtube.com/watch?v=MQQxW6OITxA>
3. Image of Ashley Taylor Dawson ad Daren Osborne. By Source, Fair use,
<https://en.wikipedia.org/w/index.php?curid=33108488>

Выводы по итогам апробации в Пироговской школе

Наибольший интерес вызвало:

- возможность обсудить природу игромании и возможность или невозможность рассчитывать на выигрыш в азартных играх как на стабильный источник финансового благосостояния.

Наибольшую трудность представляло:

- необходимость отказаться от идеи выигрыша в азартных играх как стабильного источника дохода или быстрого обогащения, развенчание мифа о везении и быстром богатстве, которое можно получить в одной игре в казино;
- не исходить при аудировании из требования полного понимания текста и умение достраивать основную идею высказывания по отдельным услышанным словам и фразам; поддерживать высокий темп работы в условиях высокой сложности языкового материала.

Рекомендации:

- в зависимости от уровня конкретной группы, при необходимости можно поддержать аудирование субтитрами или даже просто исключить просмотр видео из упражнений, уделив время более подробному чтению текста о мотивах поведения игромана и мифах об азартных играх.