

Level: Low-intermediate / A2 onwards

Time: Approx. 60 min

Main aim(s):

- To introduce students to the basic plot of Mansfield Park
- To engage students with the text and encourage extensive reading

Subsidiary aim(s):

- To help student to expand their vocabulary
- To provide opportunities to develop the four skills, especially listening
- To introduce/review defining relative clauses and pronouns

Materials:

- Student Worksheet
- Access to the video The Life of Jane Austen at http://www.teachingenglish.org.uk/austen
- Dictionaries
- Optional: Pictures of different houses in England
- Optional: Some pictures of the Jane Austen's House Museum and locations used for film versions of *Mansfield Park* (from the internet or other sources)

Introduction:

This unit is designed to introduce students to the characters and plot of *Mansfield Park*. It provides basic information on the characters in the book and also explores the idea of how particular houses played an important part in Austen's work and in her personal life.

Procedure

Stage and stage aim(s)	Timing (min)	Interaction	Procedure	Differentiation
Lead in / contextualization to raise students interest in the text to activate some vocabulary that may be useful in the rest of the lesson	5	teacher-student student-student teacher- student	Introduce the topic of houses, showing some pictures, or describing your own house Pair-work: Students do Task 1 in the worksheet. They can write down some vocabulary they find useful to talk about houses. Depending on the country where your students come from, they may find peculiar the idea that houses can have names. Refer them to the box in the Worksheet to introduce the novel. Tell them that today you will be looking at both a fictional house in <i>Mansfield Park</i> and a 'real' house in England where Jane Austen lived.	 This may work particularly well with multicultural groups with students coming from different countries with different kinds of architecture. If you have students coming from the same country, you may explore differences between regions e.g. north and south. Alternatively, you can bring in pictures of houses in different countries and pictures of different houses in England. With low level groups, you may use this warm-up activity to review basic vocabulary to describe houses (e.g. window, chimney, brick walls, drive) With more advanced groups, you may introduce more specific vocabulary (e.g. bay windows, porch, eaves, attic)
Vocabulary and reading to help students to expand their vocabulary	10	teacher-student	Tell students that they are going to read the opening sentence of <i>Mansfield Park</i> , but first they have to work on some vocabulary.	With more advanced groups , you may tell students to use the dictionaries to double check the meanings they wrote down match those in the text, if necessary.
to pre-teach some vocabulary items that may prevent		student-student	In pairs, ask students to use their English- English dictionaries to check the meaning of the words in Task 2 .	
understanding of the passage		teacher -student	Group feedback to check answers and be sure that the meanings students noted down covered the ones in the text. Use this	
to read a short extract from Jane Austen's original text for detailed			opportunity to work on pronunciation and to do some drilling work.	
information		individual work	Students read the passage and do the multiple choice activity. They can compare answers with their colleagues before you provide group feedback.	

More vocabulary and reading to help students to expand their vocabulary to pre-teach some vocabulary items that may prevent understanding of the passage to read a short extract from Austen's original text for overall understanding	10	individual work teacher-student	Tell students to read another short extract of the novel. Use the sentence at the top of the worksheet, page 2, to contextualize the passage. Direct students to Task 3 and ask them to identify words in Austen's text that are synonyms for the words listed. Ask them to tick the answer for the general comprehension question located below the text box. Students compare their answers in pairs before you provide feedback. Use this opportunity to work on pronunciation and to do some drilling work	With lower level groups , students may feel the need to use the dictionary again. Although the vocabulary is relatively sophisticated, the meaning is quite evident from the text and the words appear in the same sequence. Challenge your students to do the activity without using the dictionary and to only resort to it if they really have no idea. Most of them will manage and feel a greater sense of achievement.
Listening to listen for gist and detail	10	teacher-student individual work teacher- student	Contextualise the listening using the introductory sentence in Task 4 . Give students about a minute to read the questions and options and ask you questions about the vocabulary in the task, if necessary, before playing the recording. Play the video <i>The Life of Jane Austen</i> up to 01:22 only. Play it twice. Students do Task 4 individually and then compare answers. Group feedback for the correct answers.	Link to video http://www.teachingenglish.org.uk/austen If you don't have access to video in class, you may have to skip this activity. Alternatively, you may wish to write down the script of the video and read it aloud to your students so they can do the listening activity based on your reading out of the script. With lower level groups, you may need to play it more than twice, or pause after more difficult lines. With more advanced levels, the listening is unlikely to be problematic. You may then wish to ask students what further information they can get from it.

Language work to introduce/review defining relative clauses and relative pronouns	15	teacher-student student-student teacher –student	 Write the words <i>where, which</i> and <i>who</i> on the board. Use this to introduce/ review the relative clauses and relative pronouns. If you are introducing the grammar structure, you will have to allocate more time for this section of the lesson and come up with your own examples before moving into the practice phase. Pair-work: Students to Task 5 in the Worksheet. Group feedback. 	 With lower level groups, you may have to devote more time to this, as students will need additional time to work with sentences. If you think they need further practice and you have time for that you can use the resources available at the British Council LearnEnglish website http://learnenglish.britishcouncil.org/en/english-grammar/clause-phrase-and-sentence/verb-patterns/relative-clauses With more advanced groups you can redesign the sentences to include the pronoun <i>whose</i>. You may also provide just the first sentence and ask them to write a defining relative clause adding information they obtained from the reading and listening activities in the lesson.
Homework	05	teacher-student	Refer students to the instructions in the worksheet. Tell them to write as much information as they can extract from the video and to bring their notes to the next lesson or post them to the class blog/discussion forum, if you have one. You can use their homework information next lesson to review and do extra practice on relative clauses.	

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