

Level: Upper-intermediate / B2 onwards

Time: Approx. 60 min

## Main aim(s):

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

# Subsidiary aim(s):

- To help students to expand their vocabulary
- To provide opportunities to develop the four skills, especially listening and writing
- To give students the opportunity to develop some creative writing
- To introduce/review combinations of verbs and prepositions

## Materials:

- Student Worksheet
- Access to the film A Reading from Persuasion at https://www.teachingenglish.org.uk/article/janeaustens-persuasion
- Dictionaries

### Introduction:

This unit is designed to introduce students to the characters and plot of *Persuasion*. It provides basic information on the characters in the book and also provides students with opportunities to develop creative writing skills using Jane Austen's texts as a prompt.

### Procedure

Stage and stage aim(s)	Timing (min)	Interaction	Procedure	Differentiation
Lead in and contextualisation to raise students' interest in the text to familiarise students	10	teacher-student	Tell students that they are going to discuss issues and themes that are closely related to the plot of <i>Persuasion</i> and are also relevant in all other Jane Austen novels. Pair-work: Students do <b>Task 1</b> in the	This may work particularly well <b>with multicultural</b> <b>groups</b> with students coming from different countries and regions around the world where there are different cultural perceptions of marriage.
with the plot and main issues in the novel		Slutent	worksheet.	<b>country</b> , you may explore differences between regions and especially between generations. If you wish to use this lesson with <b>lower level</b> <b>groups</b> , simplify the questions and make the discussion shorter.
Writing to facilitate understanding of the situation in the passage read in the film to pre-teach some vocabulary items that may prevent understanding of the passage	20	teacher-student student-student teacher -student	<ul> <li>Tell students to briefly read the information on <i>Persuasion</i> provided in the box. Set the scene for the creative writing practice, referring to the picture in the worksheet.</li> <li>This is a piece of collaborative writing. Allow students some time to discuss their ideas. Students do <b>Task 2</b> in the worksheet.</li> <li>Circulate the classroom to provide help and language support when necessary. Group feedback.</li> </ul>	<ul><li>If you have time you may ask a couple of students to volunteer and read their short paragraphs to the whole group.</li><li>If you are running short of time, just ask them to briefly tell the class what they think the situation in the picture is.</li></ul>
to prepare students for the less controlled creative writing that follows in a later stage in the lesson				

Listening to listen for gist and detail	10	teacher-student individual work teacher- student	Contextualise the listening in <b>Task 3</b> . Before playing the recording, give students about a minute to read the questions and options, and ask you questions about the vocabulary in the task, if necessary. Play the film <i>A Reading from Persuasion</i> up to 01:32 only. Play it twice. Students do <b>Task 3</b> individually and then compare answers. Group feedback for the correct answers.	Link to the film: https://www.teachingenglish.org.uk/article/jane- austens-persuasion <b>If you don't have access to video in class</b> , you may have to skip this activity. With <b>Iower level groups</b> you may need to play it more than twice or pause after more difficult lines. With <b>more advanced levels</b> , the listening is unlikely to be problematic. You may then wish to ask students what further information they can get from it.
Reading and listening to practice intensive reading to listen for detail to prepare for the language work later in the lesson	15	teacher-student individual work teacher-students	Set the scene for the reading explaining that this is the passage in the book that is related to the picture in <b>Task 2</b> . Students fill in the gaps individually and then compare answers in pairs. Play the video <i>A Reading from Persuasion</i> from 01:33 up to the end. Play it twice. Group feedback to check correct answers.	If you don't have access to video in class, you can still do this activity by reading the full text aloud yourself.
Language work to introduce/review different types of verb + preposition combinations	10	teacher-student student-student teacher –students	Refer students to the headings in the columns and elicit/teach the different ways in which verbs can combine with prepositions. <b>If you are introducing the language point,</b> you will have to allocate more time for this section of the lesson and come up with your own examples before moving onto the task. Pair-work: Students to do <b>Task 5</b> in the worksheet. Group feedback.	With <b>lower level groups</b> , you may wish to change the language focus. An alternative is to work with the past simple verbs in the text. If you think your students 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/grammar- reference/verbs-prepositions

Writing and language consolidation to practice the language	20	teacher-students	Refer students to the picture in <b>Task 6</b> in the worksheet and give instructions for the writing. Insist on the word limit (100 words).	With <b>lower level groups</b> , lower the word limit to 50 words and ask them to include five past simple verbs from the text.
point to give students further opportunity to engage with creative writing to practice pronunciation and		individual work teacher - students	Give students at least 15 minutes to work on their paragraphs. Circulate the classroom to monitor and help with language if necessary. Use this opportunity to spot words in their paragraphs that can be potentially problematic in terms of pronunciation. Take note of them.	If you are running short of time, ask students to just write down bullet points about the picture and then assign the writing as homework. Move on to the speaking activity in <b>Task 7</b> .
reading aloud		group work	Write the words you noted down on the board. Model the pronunciation and drill them. Put students in small groups of 3-4 and ask	
		group work	them to read their paragraphs aloud to their colleagues.	
Speaking and consolidation to motivate students to read the full text to prepare for homework	5	student-student	Pair-work: students to <b>Task 7</b> in the worksheet.	If your students have already read the book, they can discuss their reactions and their level of appreciation of the novel. With lower level groups, you may wish to set reading a graded reader version as part of your book club/ extensive reading programme.
Homework	5	teacher-student	Refer students to the instructions in the worksheet.	In the next lesson put students in small groups and ask them to read their chosen passage aloud to their colleagues. Reading aloud is a skill that requires practice to develop and some students may feel uncomfortable about it, but it provides good pronunciation practice. Moreover, they have seen it done in the video, had the opportunity to read the passage beforehand, and check the pronunciation of key words. Above all, they will be doing it in small groups instead of the whole class – it's worth trying.

Lesson plan by Chris Lima