

Procedure

Stage and stage aim(s)	Timing (mins)	Interaction	Procedure	Differentiation
<p>Lead in</p> <p>to introduce the concept of personality traits and characterisation</p>	5	<p>teacher-student</p> <p>student-student</p>	<p>Whole class: Write the words 'pride' and 'prejudice' on the board. Ask students to come up with a definition for them.</p> <p>Pair-work: Show students any pictures of Elizabeth Bennet and Mr Darcy. Ask students who they think the words 'Pride' and 'Prejudice' are associated with.</p>	<p>If you are using this lesson with lower level groups, you may want to ask them to find the definitions in the dictionary and 'paraphrase' them to you.</p> <p>Accept what students can offer. If students haven't read much of the novel, this can be merely a matter of <i>first impression</i>, which is not entirely a bad thing because this is exactly what Austen plays with. If students have read the novel, or a good part of it, they can discuss the question in more depth and justify their answers.</p>
<p>Vocabulary</p> <p>to review some basic vocabulary used to describe people</p> <p>to support students in the coming reading task</p>	10	<p>teacher-student</p> <p>student-student</p> <p>student-teacher</p>	<p>Show students pictures of Mr Bingley and Mr Darcy. Ask students to do Task 1 in the <i>Worksheet</i>.</p> <p>Pair-work: students brainstorm vocabulary for physical description and personality traits. Motivate students to work first with words they already know and remember without resorting to dictionaries straight on.</p> <p>Class feedback. You may want to put the words students listed on the board and have some pronunciation practice.</p>	
<p>Reading</p> <p>to develop general reading skills</p> <p>to practise finding specific information/language</p>	10	<p>teacher- student</p> <p>individual work</p>	<p>If possible, show students a picture of the ball (from a film adaptation) to help contextualise the situation in the extract. Tell students they are going to read the narrator describing Mr Bingley and Mr Darcy from the point of people in the ballroom.</p> <p>Students read the short extract and do Task 2 in the <i>Worksheet</i>.</p>	<p>The extract provided in the worksheet is from Austen's standard text. You can use it even with lower level</p>

		<p>student-student</p> <p>student-teacher</p>	<p>Students compare and discuss their answers.</p> <p>Class feedback to check answers and sort out any problems.</p>	<p>groups provided that you emphasise that the only thing students have to do is to identify the adjectives. However, if you are using a graded reader version, make sure that there are a couple of adjectives in the related passage.</p>
<p>Language work</p> <p>to raise awareness of word forms</p> <p>to practise sentence transformation</p>	15	<p>student-student</p> <p>teacher-student</p>	<p>Students do Task 3 and Task 4 in the <i>Worksheet</i>. They can work in pairs or individually and then compare their answers in pairs or small groups</p> <p>Class feedback to check answers and sort out any problems.</p>	<p>Students may need to use dictionaries. Make sure there are some available.</p> <p>With lower level groups you may want to give students the beginning and/or the end of the transformed sentences.</p> <p>With more advanced groups, we can substitute the sentences for more complex ones.</p>
<p>Consolidation</p> <p>to activate vocabulary studied in the lesson</p> <p>to help with vocabulary expansion</p>	10	<p>teacher-student</p> <p>student- student</p>	<p>Show students pictures of Jane Bennet, Mr Bingley, Mr Collins and Wickham. Tell them that Austen’s characters are quite complex, but they still show either more positive or more negative personality traits.</p> <p>Pair-work: give students set of cut-up cards. They have to match the characters and the adjectives that describe them.</p> <p>When pairs have reached an agreement on the best match, give them a copy of the cut-up sheet.</p>	<p>With lower level groups, you may need to elicit/give examples from ‘good and bad guys’ from movies to reinforce the concept.</p>
Homework	5	teacher-student	Refer students to instructions and the link in the worksheet.	<p>If your students to not have easy access to the Internet, make copies of the <i>Heroes and Villains</i> article.</p> <p>If have a class blog, ask students to post their paragraphs as blog entries.</p>