

## Procedure

Stage and stage aim(s)	Timing (mins)	Interaction	Procedure	Differentiation
<p>Lead in</p> <p><b>to engage students with topic</b></p> <p><b>to help with contextualisation</b></p>	5	<p>teacher-student</p> <p>student-student</p> <p>students-teacher</p>	<p>Ask students to think about their Geography lessons at school. Write the following question on the board: <i>Are you good at Geography?</i> Then show a map of England or the UK and write on the board: <i>Do you know the names of any places in England?</i></p> <p>Pair-work or small groups: students discuss both questions. Give them time to make this a real and engaging conversation about their own perceptions and, perhaps, travel experiences.</p> <p>Classroom feedback: accept what students have to offer. Give them the opportunity to share their knowledge.</p>	<p>You can use a large map, slides or project a map from the internet if you have classroom connection.</p>
<p>Contextualisation</p> <p><b>to introduce the idea of real vs fictional places associated with Austen</b></p> <p><b>to support students in the coming reading task</b></p> <p><b>to practise the pronunciation of individual sounds</b></p>	5	<p>student-student</p> <p>teacher-student</p>	<p>Students do <b>Task 1</b> 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. Then put the place names on the board in order to do some pronunciation practice. Class students' attention to the sometimes idiosyncratic pronunciation of English place names. Focus on particular sounds your students may find more difficult to pronounce.</p>	<p><b>More advanced students</b> may be quite familiar with the vocabulary. In this case, they just check with each other their understanding of the words.</p>

<p>Vocabulary</p> <p><b>to pre-teach vocabulary in the text</b></p> <p><b>to promote vocabulary review and expansion</b></p>	10	<p>teacher- student</p> <p>student-student</p> <p>student-teacher</p>	<p>Show students pictures of the English countryside. Ask students to tell you the first words that come to their minds when looking at the pictures. Module pronunciation if necessary.</p> <p>Students do <b>Task 2</b> 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>Reading</p> <p><b>to further explore the text of <i>Pride &amp; Prejudice</i></b></p> <p><b>to encourage extensive reading</b></p>	15	<p>teacher-student</p> <p>Individual work</p>	<p>If possible show pictures of the houses used as locations for the 2005 production of <i>Pride and Prejudice</i>. Ask students to guess which property was used as the Houses in the text. If students have seen the film they may recognise them.</p> <p>Students do <b>Task 3</b> in the <i>Worksheet</i>. Give them time for silent reading. Then invite them to compare their answers in pairs or small groups.</p>	<p>The paragraph in the worksheet is from an Austen standard text version. If you are using a <b>graded reader</b>, you can still use it and ask your students to locate the corresponding passage in their text version.</p> <p>With <b>lower level groups</b> you may want to do this activity with the graded reader text. In this case, make sure that the text contains sufficient language to achieve the objectives of the activity.</p>
<p>Language work</p> <p><b>to raise awareness of different kinds of adjectives and their natural order in the sentence</b></p> <p><b>to practise describing places</b></p>	10	<p>student-student</p> <p>teacher-student</p>	<p>Students do <b>Task 4</b> 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. Point out that as a rule opinion adjectives come before the descriptive ones.</p>	<p>Students may need to use dictionaries. Make sure there are some available.</p> <p>With <b>lower level students</b> you may need to use pictures to clarify the meaning of some words and expressions</p>

<p>Consolidation</p> <p><b>to help with vocabulary expansion</b></p> <p><b>to motivate students to engage in the homework assignment</b></p>	<p>10</p>	<p>student-student</p>	<p>Group work: give each group the sheet with the map of England. Students have to write the place names in the correct position on the map. You can do this a classroom game competition.</p> <p>When all groups have finished you can give feedback as a whole group or give them a copy of the <i>Pride &amp; Prejudice</i> Geography key.</p>	
<p>Homework</p>	<p>2</p>	<p>teacher-student</p>	<p>Refer student to the links in the worksheet. Tell students to <i>take notes and bring them next lesson</i>.</p>	<p>If your students to not have easy access to the Internet, provide some pictures.</p>

*Lesson Plan by Chris Lima*