

Procedure

Stage and stage aim(s)	Timing (mins)	Interaction	Procedure	Differentiation
<p>Lead in</p> <p>to engage students with topic</p> <p>to help with contextualisation</p>	10	<p>teacher-student</p> <p>student-student</p> <p>students-teacher</p>	<p>Ask students what they think are the differences and similarities between book and film/stage versions of a story. Do this as a very brief whole class introduction to the activity.</p> <p>Group work: students do the 'Find someone who...' activity - Task 1 in the <i>Worksheet</i>.</p> <p>If you have time, you may want to ask a couple of students to comment on what they found out about others' views and experiences.</p>	
<p>Contextualisation</p> <p>to call students attention to the importance of dialogue in the development of the story and characterisation</p> <p>to support students in the coming reading task</p>	10	<p>teacher-student</p> <p>student-student</p> <p>teacher-student</p>	<p>Ask students to give you a definition of 'dialogue'. You may want to present a dictionary definition after this to reinforce the concept.</p> <p>Students do Task 2 in the <i>Worksheet</i>. They can work in pairs or individually and then compare their answers.</p> <p>Class feedback. Ask a couple of students to read out their versions. Highlight the main idea of the text.</p>	<p>You may ask students to check the definition in their own dictionaries or present one writing it on the board/projecting a slide.</p> <p>If you have access to the internet, show students the whole article 'Jane Austen and the Art of Conversation' on TeachingEnglish and motivate them to read the rest at home.</p>
<p>Reading</p> <p>to explore dialogues in the text of <i>Pride & Prejudice</i></p> <p>to develop general reading skills</p>	15	<p>Individual work</p> <p>student-student</p> <p>teacher-student</p>	<p>Students do Task 3 in the <i>Worksheet</i>. Tell them to try to visualise the scenes. Give them time for silent reading.</p> <p>Then invite them to compare their answers in pairs or small groups.</p> <p>Class feedback to check answers and sort out any problems.</p>	<p>The paragraphs in the worksheet are from an Austen standard text version. If you are using a graded reader, you can still use it and ask your students to locate the corresponding passage in their text version.</p> <p>With lower level groups and if you are short of time you may want to restrict this to extracts A and B only.</p>

<p>Vocabulary work</p> <p>to promote vocabulary expansion</p>	<p>15</p>	<p>student-student</p> <p>teacher-student</p>	<p>Students do 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. Refer students back to the last sentence in the 'Art of Conversation' article.</p>	<p>By this time, students would have probably inferred the meaning of the words but they can now double check their understanding of them. Students will probably need to use dictionaries. Make sure there are some available.</p> <p>Adapt this if you are using a graded reader version.</p>
<p>Consolidation: speaking</p> <p>to motivate students to engage in the homework assignment</p>	<p>5</p>	<p>student-student</p>	<p>Pair or Group work: refer students to the questions under the Homework heading or write them on the board.</p> <p>Give students a bit of time to brainstorm some ideas and engage in conversation.</p>	
<p>Homework</p>	<p>2</p>	<p>teacher-student</p>	<p>Refer students to instructions in the <i>Worksheet</i></p>	<p>You may want to give your students the options of doing this in pairs. Students can post their projects to a group blog or bring them to class.</p>

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