

## 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>	10	<p>teacher-student</p> <p>student-student</p> <p>students-teacher</p>	<p>Ask students if they have watched the films <i>Cinderella</i> (Disney animation), <i>Pretty Woman</i>, <i>Bridget Jones' Diary</i>. Then write the following question on the board:</p> <p><i>What are the similarities and differences between those films and <i>Pride and Prejudice</i>?</i></p> <p>Pair or small group work: give students time to share what they know about the characters, plot and themes in the films and to relate them with the novel.</p> <p>If you have time, you may want to ask a couple of students to comment on what they have discussed.</p>	<p>If you have access to the Internet or the DVDs you can show trailers or the initial scenes of each of the movies to help students to engage in the activity even if they haven't watched them.</p>
<p>Contextualisation: speaking</p> <p><b>to help students to develop their critical thinking skills</b></p>	20	<p>teacher-student</p> <p>student-student</p> <p>student-student</p>	<p>Write the opening sentence of <i>Pride and Prejudice</i> on the board. Tell students that this is perhaps one of the most famous lines in the whole canon of English literature.</p> <p>Pair or small group work: refer students do the questions in <b>Task 1</b> in the <i>Worksheet</i>. Ask them to take some notes in bullet points of the main ideas coming out of their discussion.</p> <p>Whole class: Ask pairs groups to choose an aspect of their discussion that they would like to share with the group – they can refer back to their discussion notes.</p>	<p>This activity is likely to work quite well with <b>multi-cultural groups</b> where students can explore different marriage traditions in their own countries.</p> <p>With <b>more homogenic cultural groups</b>, students can perhaps focus on differences in attitudes towards marriage through time.</p> <p>With <b>advanced students</b> this can result in an interesting class debate. Be sensitive to cultural and religious differences. Remind students that we should all respect different traditions and opinions.</p>

<p>Text Reading</p> <p><b>to explore the text of <i>Pride &amp; Prejudice</i></b></p> <p><b>to develop general reading skills</b></p> <p><b>to develop paraphrasing skills</b></p>	20	<p>Individual work</p> <p>student-student</p> <p>teacher-student</p>	<p>Students do <b>Task 2</b> in the <i>Worksheet</i>. 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 quotes in the worksheet are from an Austen standard text version.</p> <p>If you are using this lesson with lower level groups you may want to restrict the activity to quotes with simpler language and focus on vocabulary development instead.</p>
	10		<b>Possible lesson break</b>	
<p>Language work</p> <p><b>To introduce/familiarise students with the concept of collocations</b></p> <p><b>to promote vocabulary expansion</b></p>	20	<p>teacher-student</p> <p>student-student</p> <p>teacher-student</p>	<p>Elicit the concept of collocation. Use a dictionary definition to consolidate the idea and elicit/give some common collocations. For example: <i>broken heart, love marriage, etc.</i></p> <p>Students do <b>Task 3</b> and <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.</p>	<p>If possible, have some collocation dictionaries in class. If you do not have access to them, ask students to use their own dictionaries. Good English-English dictionaries include the most common collocations in their entries of more frequent words.</p> <p>If you have access to the internet in class, you can also refer students to the <i>Pride and Prejudice</i> Text Analyser :  <a href="http://blog.oxforddictionaries.com/text-analyser/jane-austen-text-analyser/pride-and-prejudice-text-analyser/">http://blog.oxforddictionaries.com/text-analyser/jane-austen-text-analyser/pride-and-prejudice-text-analyser/</a></p> <p>Set a time limit for students to write their sentences in Task 4, in this way you are giving more flexibility to support students with different ability levels.</p> <p>With more advanced groups, encourage students to use more than one collocation in each sentence.</p>

<p>Consolidation: Speaking</p> <p><b>to motivate students to engage in the homework assignment</b></p>	<p>10</p>	<p>student-student</p>	<p>Pair-work: ask students to briefly read the paragraph from Hinnant (2006). Write the following question on the board: <i>To what extent is this true for Elizabeth and Mr Darcy?</i></p>	
<p>Homework</p>	<p>2</p>	<p>teacher-student</p>	<p>Refer students to instructions in <i>the Student Worksheet</i>.</p>	<p>Depending on the kind of group you have and your objectives, the homework writing can vary from a semi-formal short text to a full academic essay. This will also affect how much time you will give them to complete the assignment and the guidelines you set to complete it.</p>

*Lesson Plan by Chris Lima*