

Procedure

Stage and stage aim(s)	Timing (mins)	Interaction	Procedure	Differentiation
<p>Lead in</p> <p>to engage students with topic</p>	10	<p>teacher-student</p> <p>student-student</p> <p>students-teacher</p>	<p>Ask students to use their imagination and their previous knowledge of Austen's times to answer the questions in Task 1 in the <i>Worksheet</i>.</p> <p>Pair or small group work: give students time to share what they know/guess.</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 some pictures of the period you can use them to prompt some ideas.</p>
<p>Contextualisation: listening</p> <p>to help with contextualisation</p> <p>to help students to develop their listening and note-taking skills</p>	20	<p>teacher-student</p> <p>Individual work</p> <p>student-student</p>	<p>Tell students they are going to watch a video produced by <i>Visit England</i> and published in <i>The Guardian</i>. As Task 2, they have to note down as much information as possible.</p> <p>Students take some notes in bullet points of the main ideas coming out of video.</p> <p>Pair-work or small groups: students compare their notes and comment on what they found interesting, peculiar, silly, etc.</p>	<p>Video link: http://www.guardian.co.uk/travel/video/2013/jan/18/marcel-theroux-in-bath-england</p> <p>Play the video twice. The first time let students watch it, have a general idea and enjoy it. The second time, they should focus on taking their notes.</p> <p>If you do not have access to the internet in your classroom or school, you may replace it by showing illustrations of the period and reading aloud parts of the article <i>Pride and Prejudice and the Regency World</i> published on Jane Austen 2013 website.</p>
<p>Reading</p> <p>to explore the text of <i>Pride & Prejudice</i></p> <p>to help students 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>. 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>If you are using this lesson with lower level groups or you are short of time, you may want to restrict the activity to the first extract only.</p>

Pride and Prejudice and the Regency World Lesson 6

	10		Possible lesson break	
Further Reading & Speaking to help students develop critical reading skills	15	Student-student	Students do Task 4 in the <i>Worksheet</i> . Students can do this as a small group or whole class discussion.	These are extracts from academic articles in English Studies. Literature students may be interested in reading the full paper, provide the complete reference.
Language work to introduce/review language to make comparisons	10	student-student teacher-student	Students do Task 5 in the <i>Worksheet</i> . They can work in pairs or individually and then compare their answers in pairs or small groups. Class feedback to check answers and sort out any problems.	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.
Consolidation: Speaking to motivate students to engage in the homework assignment	10	student-student	Small group work: give each group a set of cards. Students take turns drawing the cards and answering the questions. If the answer is correct they keep the card, otherwise they discard in on the table. The winner is the ones who keep the biggest number of cards.	Point out that card games were a very popular past time in Regency England. Use this game to review contents of the lesson and students' general knowledge. Some questions are intentionally more challenging than others. Check the answers with the whole group.
Homework	2	teacher-student	Refer students to instructions in <i>the Student Worksheet</i> .	If students do not have easy access to the internet or library, you will have to provide some reference sources.

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