

Procedure

Stage and stage aim(s)	Timing (min)	Interaction	Procedure	Differentiation
Lead in to raise students interest in the text to allow for personalisation	10	teacher-student student-student teacher- student	If possible, show students some pictures of people using mobile phones and writing emails. You may also show some screenshots of Twitter and Facebook pages. Write the questions in Task 1 on the board. Pair-work: Students do Task 1 in the student worksheet (page 1) . Ask for comments from the whole group after the pair work if you wish to. Direct students to the information box on the student worksheet (page 1) and tell them that you will be focusing on how people communicated in Austen's time.	You can also use this with lower level groups but expect less fluency in the discussion. With more advanced groups you can elicit what they already know about personal communication in Georgian England.
Reading to motivate students to do extensive reading to help with specific expressions to read to be able to extract relevant information from a text	30	teacher-student Pair work individual work student -student	Tell students that they are going to read an extract of Emma in which two of the characters read and discuss a letter. Students do Task 2 in the student worksheet (page 1) . Tell them to guess what the expressions may possibly mean. Students do Task 3 – Reading, An extract from Jane Austen's novel Emma (student worksheet page 2) . Set the time for silent reading (10 min). Tell them to answer the questions in task 3 using their own words, underlining the relevant lines on the extract. Pair-work: students compare their answers and	Warning: Dictionaries may help but tell students that they have to understand the expression as a whole instead of word-by-word. If you are using this lesson with less advanced groups you may need to give extra support for this activity. You may transform this into a 'match-the columns' exercise when students match the expression with the meaning you give to them

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			<p>the lines underlined in the extract</p> <p>Group feedback to check answers and sort out doubts.</p>	
<p>Speaking</p> <p>to help prepare for the listening task</p>	10	<p>student-student</p> <p>teacher-student</p>	<p>Students do Task 4 (page 3) in the student worksheet. Give students time to express their ideas and discuss their personal experiences.</p> <p>Group feedback to share ideas and develop the discussion if you have the time and wish to.</p> <p>Refer students to the information box again.</p>	<p>With more advanced groups you can elicit what they know about Austen's personal life/ biography.</p>
<p>Listening</p> <p>to listen for gist and detail</p>	15	<p>Individual work</p> <p>student- student</p> <p>Individual work</p> <p>student- student</p>	<p>Direct students to Task 5 (page 4) Play the trailer from the Morgan Library & Museum Exhibition. Ask students to note down as many key words and chunks of language they can understand from the recording.</p> <p>Students compare their notes and discuss what they understood from the recording. Don't give any feedback at this stage.</p> <p>Play the video again. Students do the 'true or false' activity (page 4) individually and then compare their answers.</p> <p>Group feedback for the correct answers.</p>	<p>Link http://www.youtube.com/watch?v=vSCF_0P506g</p> <p>Alternatively, if you do not have access to a projector, computer or internet in class at all, you can perform/read the speakers' lines using the tapescript (found in the answer key). If you have a student with good pronunciation and willing to perform that with you, this can be an interesting and engaging activity.</p> <p>With more advanced students, instead of giving them the answers straightway, print off the tapescript and give them a copy. Students have to read and find the answers in the text; only then you give feedback.</p>
<p>Language work</p> <p>to introduce/revise past perfect tense</p>	15	Individual work	<p>Direct students to Task 6, Activity 1 (page 5) and ask them to underline any verbs in the extract in the box. Then discuss the question below it as a whole group – Why are these verbs in the past perfect?</p>	<p>If you are reviewing the past perfect tense, use the opportunity to elicit/remind them of the rules and form.</p> <p>If you are introducing the past perfect tense, after the</p>

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to raise students' awareness of word families		Individual work	Students to Activity 2 in Task 6 in the student worksheet (page 5) . Group feedback.	underlining, introduce the tense and give them more controlled practice exercises before moving into the next activity in the worksheet. For extra controlled practice you can use some grammar material you have or refer to the British Council LearnEnglish webpage. http://learnenglish.britishcouncil.org/en/grammar-reference/past-perfect
Consolidation: speaking to practise using some of the language studied in the lesson to prepare for homework	5	student-student	Refer students to Task 7 in the student worksheet (page 6) . Give students time to discuss the questions in pairs or small groups.	If you have time and wish so, you can share some extra information of Austen. You may refer to some biographies and also to the webpage of the The Morgan Library & Museum: http://www.themorgan.org/exhibitions/exhibition.asp?id=22
Homework	5	teacher-student	Refer students to the homework instructions in the student worksheet (page 6) . Tell students to write their letters and bring them to the next lesson, email them to you or post them to the class blog/discussion forum, if you have one.	You may wish to give your students extra support and motivation to do the homework. Encourage them to find out more about Austen's life and writing by referring them to the links on the Jane Austen page at TeachingEnglish: http://www.teachingenglish.org.uk/austen You can also direct them to the article on <i>Emma</i> by James Clarke: http://www.teachingenglish.org.uk/austen/emma-0

Lesson Plan by Chris Lima

