

**Level:** Low-intermediate / A2 onwards

**Time:** Approx. 60 min

**Main aim(s):**

- To introduce students to the basic plot of *Mansfield Park*
- To engage students with the text and encourage extensive reading

**Subsidiary aim(s):**

- To help student to expand their vocabulary
- To provide opportunities to develop the four skills, especially listening
- To introduce/review defining relative clauses and pronouns

**Materials:**

- Student Worksheet
- Access to the video *The Life of Jane Austen* at <http://www.teachingenglish.org.uk/austen>
- Dictionaries
- Optional: Pictures of different houses in England
- Optional: Some pictures of the Jane Austen's House Museum and locations used for film versions of *Mansfield Park* (from the internet or other sources)

**Introduction:**

This unit is designed to introduce students to the characters and plot of *Mansfield Park*. It provides basic information on the characters in the book and also explores the idea of how particular houses played an important part in Austen's work and in her personal life.

## Procedure

Stage and stage aim(s)	Timing (min)	Interaction	Procedure	Differentiation
<p>Lead in / contextualization</p> <p><b>to raise students interest in the text</b></p> <p><b>to activate some vocabulary that may be useful in the rest of the lesson</b></p>	5	<p>teacher-student</p> <p>student-student</p> <p>teacher- student</p>	<p>Introduce the topic of houses, showing some pictures, or describing your own house</p> <p>Pair-work: Students do <b>Task 1</b> in the worksheet. They can write down some vocabulary they find useful to talk about houses.</p> <p>Depending on the country where your students come from, they may find peculiar the idea that houses can have names. Refer them to the box in the Worksheet to introduce the novel. Tell them that today you will be looking at both a fictional house in <i>Mansfield Park</i> and a 'real' house in England where Jane Austen lived.</p>	<p>This may work particularly well <b>with multicultural groups</b> with students coming from different countries with different kinds of architecture.</p> <p>If you have <b>students coming from the same country</b>, you may explore differences between regions e.g. north and south. Alternatively, you can bring in pictures of houses in different countries and pictures of different houses in England.</p> <p><b>With low level groups</b>, you may use this warm-up activity to review basic vocabulary to describe houses (e.g. window, chimney, brick walls, drive)</p> <p><b>With more advanced groups</b>, you may introduce more specific vocabulary (e.g. bay windows, porch, eaves, attic)</p>
<p>Vocabulary and reading</p> <p><b>to help students to expand their vocabulary</b></p> <p><b>to pre-teach some vocabulary items that may prevent understanding of the passage</b></p> <p><b>to read a short extract from Jane Austen's original text for detailed information</b></p>	10	<p>teacher-student</p> <p>student-student</p> <p>teacher -student</p> <p>individual work</p>	<p>Tell students that they are going to read the opening sentence of <i>Mansfield Park</i>, but first they have to work on some vocabulary.</p> <p>In pairs, ask students to use their English-English dictionaries to check the meaning of the words in <b>Task 2</b>.</p> <p>Group feedback to check answers and be sure that the meanings students noted down covered the ones in the text. Use this opportunity to work on pronunciation and to do some drilling work.</p> <p>Students read the passage and do the multiple choice activity. They can compare answers with their colleagues before you provide group feedback.</p>	<p><b>With more advanced groups</b>, you may tell students to use the dictionaries to double check the meanings they wrote down match those in the text, if necessary.</p>



<p>Language work</p> <p><b>to introduce/review defining relative clauses and relative pronouns</b></p>	<p>15</p>	<p>teacher-student</p> <p>student-student</p> <p>teacher –student</p>	<p>Write the words <i>where</i>, <i>which</i> and <i>who</i> on the board. Use this to introduce/ review the relative clauses and relative pronouns.</p> <p><b>If you are introducing the grammar structure</b>, you will have to allocate more time for this section of the lesson and come up with your own examples before moving into the practice phase.</p> <p>Pair-work: Students to <b>Task 5</b> in the Worksheet.</p> <p>Group feedback.</p>	<p>With <b>lower level groups</b>, you may have to devote more time to this, as students will need additional time to work with sentences.</p> <p>If you think they need further practice and you have time for that you can use the resources available at the British Council LearnEnglish website</p> <p><a href="http://learnenglish.britishcouncil.org/en/english-grammar/clause-phrase-and-sentence/verb-patterns/relative-clauses">http://learnenglish.britishcouncil.org/en/english-grammar/clause-phrase-and-sentence/verb-patterns/relative-clauses</a></p> <p>With <b>more advanced groups</b> you can redesign the sentences to include the pronoun <i>whose</i>. You may also provide just the first sentence and ask them to write a defining relative clause adding information they obtained from the reading and listening activities in the lesson.</p>
<p>Homework</p>	<p>05</p>	<p>teacher-student</p>	<p>Refer students to the instructions in the worksheet. Tell them to write as much information as they can extract from the video and to bring their notes to the next lesson or post them to the class blog/discussion forum, if you have one.</p> <p>You can use their homework information next lesson to review and do extra practice on relative clauses.</p>	

Lesson plan by Chris Lima