

**Level:** Upper-intermediate / B2 onwards

**Time:** Approx. 60 min

**Main aim(s):**

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

**Subsidiary aim(s):**

- To help students to expand their vocabulary
- To provide opportunities to develop the four skills, especially listening and writing
- To give students the opportunity to develop some creative writing
- To introduce/review combinations of verbs and prepositions

**Materials:**

- Student Worksheet
- Access to the film *A Reading from Persuasion* at <https://www.teachingenglish.org.uk/article/jane-austens-persuasion>
- Dictionaries

**Introduction:**

This unit is designed to introduce students to the characters and plot of *Persuasion*. It provides basic information on the characters in the book and also provides students with opportunities to develop creative writing skills using Jane Austen's texts as a prompt.

Procedure				
Stage and stage aim(s)	Timing (min)	Interaction	Procedure	Differentiation
<p>Lead in and contextualisation</p> <p><b>to raise students' interest in the text</b></p> <p><b>to familiarise students with the plot and main issues in the novel</b></p>	10	<p>teacher-student</p> <p>student-student</p>	<p>Tell students that they are going to discuss issues and themes that are closely related to the plot of <i>Persuasion</i> and are also relevant in all other Jane Austen novels.</p> <p>Pair-work: Students do <b>Task 1</b> in the worksheet.</p>	<p>This may work particularly well <b>with multicultural groups</b> with students coming from different countries and regions around the world where there are different cultural perceptions of marriage.</p> <p>If you have <b>students coming from the same country</b>, you may explore differences between regions and especially between generations.</p> <p>If you wish to use this lesson with <b>lower level groups</b>, simplify the questions and make the discussion shorter.</p>
<p>Writing</p> <p><b>to facilitate understanding of the situation in the passage read in the film</b></p> <p><b>to pre-teach some vocabulary items that may prevent understanding of the passage</b></p> <p><b>to prepare students for the less controlled creative writing that follows in a later stage in the lesson</b></p>	20	<p>teacher-student</p> <p>student-student</p> <p>teacher -student</p>	<p>Tell students to briefly read the information on <i>Persuasion</i> provided in the box. Set the scene for the creative writing practice, referring to the picture in the worksheet.</p> <p>This is a piece of collaborative writing. Allow students some time to discuss their ideas. Students do <b>Task 2</b> in the worksheet.</p> <p>Circulate the classroom to provide help and language support when necessary. Group feedback.</p>	<p><b>If you have time</b> you may ask a couple of students to volunteer and read their short paragraphs to the whole group.</p> <p><b>If you are running short of time</b>, just ask them to briefly tell the class what they think the situation in the picture is.</p>



<p>Writing and language consolidation</p> <p><b>to practice the language point</b></p> <p><b>to give students further opportunity to engage with creative writing</b></p> <p><b>to practice pronunciation and reading aloud</b></p>	20	<p>teacher-students</p> <p>individual work</p> <p>teacher - students</p> <p>group work</p>	<p>Refer students to the picture in <b>Task 6</b> in the worksheet and give instructions for the writing. Insist on the word limit (100 words).</p> <p>Give students at least 15 minutes to work on their paragraphs. Circulate the classroom to monitor and help with language if necessary.</p> <p>Use this opportunity to spot words in their paragraphs that can be potentially problematic in terms of pronunciation. Take note of them.</p> <p>Write the words you noted down on the board. Model the pronunciation and drill them.</p> <p>Put students in small groups of 3-4 and ask them to read their paragraphs aloud to their colleagues.</p>	<p>With <b>lower level groups</b>, lower the word limit to 50 words and ask them to include five past simple verbs from the text.</p> <p><b>If you are running short of time</b>, ask students to just write down bullet points about the picture and then assign the writing as homework. Move on to the speaking activity in <b>Task 7</b>.</p>
<p>Speaking and consolidation</p> <p><b>to motivate students to read the full text</b></p> <p><b>to prepare for homework</b></p>	5	student-student	Pair-work: students to <b>Task 7</b> in the worksheet.	<p><b>If your students have already read the book</b>, they can discuss their reactions and their level of appreciation of the novel.</p> <p>With <b>lower level groups</b>, you may wish to set reading a graded reader version as part of your book club/ extensive reading programme.</p>
Homework	5	teacher-student	Refer students to the instructions in the worksheet.	<p>In the next lesson put students in small groups and ask them to read their chosen passage aloud to their colleagues.</p> <p>Reading aloud is a skill that requires practice to develop and some students may feel uncomfortable about it, but it provides good pronunciation practice. Moreover, they have seen it done in the video, had the opportunity to read the passage beforehand, and check the pronunciation of key words. Above all, they will be doing it in small groups instead of the whole class – it's worth trying.</p>

*Lesson plan by Chris Lima*