PRIDE AND PREJUDICE

Descripción:

Unidad didáctica de 4 sesiones para la explotación en clase de la obra ‘Pride and Prejudice’ de Jane Austen

Nivel:

Nivel Superior de Escuela Oficial de Idiomas.

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Bibliografía:


Pride and Prejudice, película dirigida por Joe Wright
DVD Revista Speak-up, nº 257

URL: www.guardian.co.uk/weekend/story/0,3605,663385,00.html (25/04/2007)

URL: http://economistsview.typepad.com/economistsview/2005/11/the_rabbit_is_i.html (25/04/2007)

BBC Worldservice - Learning English - Watch and Listen
INTRODUCTION

The curriculum of The Official School of Languages establishes the compulsory reading of literary texts for each level. At the beginning of the Superior Cycle, students are surely aware of the importance of literature in the process of acquisition of a second language. Nevertheless, it would not be improper to remind them the benefits derived from reading authentic pieces of literature, and try to create a motivating atmosphere before actually starting to read.

They have to understand that exposure to the richness of real English will develop language competence and passive vocabulary assimilation, as well as global comprehension. Moreover, it is something very different to their regular materials and activities and provides variety. It is an invaluable tool to develop knowledge of the culture of the target language and, overall, will contribute to the students’ language learning goal.

However, reading a book in a foreign language can prove to be a daunting task for some students, so teachers must let them know that the objectives when reading an authentic text will be different to those sought in the study of a short text, so they can form realistic expectations and avoid frustration and disappointment. Teachers should praise their students’ abilities and promote their self-confidence.

We do not want our students to become frustrated with their first reading of the year, therefore, in this particular case, we have chosen a graded version published by Penguin of “Pride and Prejudice” by Jane Austen as the first book to be read in the year. Although in our last year in the school, we have considered advisable not to deal with the original version due to the complexities of the XIX century language. This graded version is intended for Upper-Intermediate or Advanced students, so we have made sure the level of challenge is enough not to cause apathy.

This unit consists of four sessions of around 100 minutes each which will be two to three weeks separated in time so students will do their reading at home in between sessions. It can be complemented by one or two further sessions if the teacher feels the students need more time to read or to achieve the relevant objectives or if they wish to include any other complementary exercises.

The materials are developed for class work, so they can be photocopied and distributed among students. Grammar, phonetics and vocabulary exercises have been included in every session so that these are as varied as possible.
Session 1: Warm-up
Listening: Jane Austen
Reading: *Pride and Prejudice*, Chapter 1
Grammar: ‘to be to’
Speaking: Marriage
Homework: Reading (Chapters 2-10)
Reading: *In Jane Austen country.*
Extra material: Narrative tenses

Session 2: Warm-up: Reading Comprehension
Grammar: Narrative tenses
Phonetics: Mute graphemes
Listening and watching: Marriage Proposals
Speaking: Describing a character
Homework: Reading (Chapters 11-19)
Phonetic transcription
Narrative tenses

Session 3: Warm-up: Correct homework
Listening and Watching: Mr Darcy’s proposal
Grammar: Word Formation
Speaking: Moral issues
Homework: Reading (Chapters 20-28)
Word formation
Extra material: The British class system

Session 4: Warm-up: Chain Fairytale
Reading and Watching: Lady Catherine de Bourgh
Speaking: Social classes
Homework: Writing: A book review
Extra material: Film review

Suggestions for further sessions: Comparison between *Pride and Prejudice* and *Bridget Jones’ Diary*: the heroines, how similar the two Mr Darcies are in both novels/films, the humour, etc.
SESSION 1

WARM-UP

'Pride and Prejudice'

To begin working on the book, the teacher will elicit the information known by the students about Jane Austen and 'Pride and Prejudice'.

The teacher will show the book/film cover and will ask the students if they can define the words 'pride' and 'prejudice', or give examples of these attitudes and associate these concepts to the characters appearing on the cover.

Some questions will help the teacher to elicit information:

- Do you know anything about Jane Austen?
- What type of books did she write?
- Do you know this novel? When was it written?
- When and where does the action take place?
- Have you seen any of the films made from this story? (6 adaptations)
- Considering the title, what do you think the book is about?

Pride: A feeling of dignity and self-respect that you have about yourself. A feeling of being superior to other people. A feeling of satisfaction which you have because you or people close to you have done something good or possess something good.

Prejudice: An unreasonable dislike of someone or something. If you are prejudiced against someone you have formed an opinion about him before you know all the facts.
LISTENING

JANE AUSTEN

Pre-listening. Talk to your partner:

- What do you know about Jane Austen?
- Have you read any of her books or have you seen any films adapted from her stories? Did you like them?

Listening

Jane Austen is one of Britain's most famous authors. Novels such as 'Pride and Prejudice' and 'Sense and Sensibility' are still popular today. The text below is from an interview with Tom Carpenter, administrator of Jane Austen's house. He talks about Jane Austen and her connection to Winchester. Listen to each section then try and choose the correct word for each numbered space.

http://www.bbc.co.uk/worldservice/learningenglish/youmeus/beyondthepostcard/winchester3.shtml

She was born in ...(1)... 1775 and lived just 41 years until she died in July 1817. They only went to school in fact for 3 years though we think that a lot of education was probably done by father and mother at home because both of them had ...(2)... backgrounds. And it is from this comparatively modest start that she grows up to be the person who many in England at any rate, would put ...(3)... Shakespeare and Dickens as one of England's greatest writers.

It certainly was unusual for a woman to indulge in a professional skill such as novel writing though indeed there had been women novelists before Jane Austen. However, Jane Austen takes the whole development of novel writing a major ...(4)... forward, in effect all Jane's stories involve a highly accurate socio-historical picture of what was going on around her in her own middle class society in England at the time. Her stories are always about a family, it has property of some sort, there's usually a problem and either good news or bad news. But her heroines in the stories always in fact succeed in finding the wealthiest men around. In general in Jane Austen's storylines we have the enjoyment of romance, drama and comedy of the story itself and we also get this very accurate socio-historical picture of British middle class at the time.

I think there are a ...(5)... of factors that come in to her popularity today because she is without question even today a best seller. I think that people enjoy the characters, or the character ...(6)... that she describes because they are timeless. There are characters who are serious, yes, there are characters who are romantic and there are characters who are absolute comedy. There's no doubt about it that if you look around today you could still find those characters even in modern settings. The other factor perhaps is a little bit of ...(7)... Everyone knows that in Jane Austen's writing you're in a safe family story. There's no unnecessary violence, now and then family accidents come but people generally recover. It's a safe story which will have a happy ending eventually.

By late 1816 she had become ...(8)... The local apothecary here in Alton had really got no idea but the family knew well a friend, a doctor of high repute living in Winchester, Dr Lyford. So in May 1817 Cassandra (her sister) took her to Winchester, they took some lodgings at number 8 College Street, just alongside the Cathedral there and Dr Lyford ...(9)... her. But sadly there was nothing he could do and it all took a hold very quickly and she died really in Cassandra's arms in the early hours of the 18th of July 1817 so she's buried in Winchester Cathedral.
Post-listening:

- Give a title for each paragraph.
  
  1. 
  2. 
  3. 
  4. 

- Why does the speaker think that Jane Austen’s novels are still so popular nowadays?

- How could you describe briefly the basic features of Jane Austen’s novels?

- Here are some other British and Irish writers. Match their names with their works and their pictures:
  
  **Virginia Wolf**  
  Wuthering Heights  
  Emily Brontë  
  Murder on the Orient Express 
  James Joyce  
  Mrs Dalloway 
  Agatha Christie  
  David Copperfield 
  William Shakespeare  
  Ulysses
**READING**: CHAPTER 1 ‘THE BENNETS’

*Pride and Prejudice* is a love story that is both humorous and deeply serious. It is primarily concerned with the Bennets, a family with five daughters who live well but know that when their father dies they will lose their home and property to their cousin Mr. Collins, simply because the family has no male heir. Mrs. Bennet, a comically deluded woman, believes that her main business is to arrange for her children to marry rich or, at worst, reputable gentlemen. Her husband, a genial wit, refuses to support her schemes but...

**Pre-reading**: The following words and expressions appear in Chapter 1. Can you introduce them in the sentences to the right?

| **wealthy** | 1. Sheik Rashid was immensely ________, with a private fortune estimated at $4000 million. |
| **inquiry** | 2. They have been deprived of their ________ share of the property. |
| **settled** | 3. On further ________, I discovered that there had been nobody at home. |
| **party** | 4. He had ________ in England. |
| **I dare say** | 5. We have a growing population and ________ we need more food. |
| **praised** | 6. They ________ his speech for its clarity and humour. |
| **share** | 7. The hotel was booked by a ________ of Americans on a tour. |
| **empty-headed** | 8. ________ you’ve spent all your money by now. |
| **rightful** | 9. That’s an ________ boy, he often does stupid things. |
|                      | 10. An increasing ________ of the work is handed over to computers. |

**Reading**: Read Chapter 1 and answer the following questions:

1. Who has just rented Netherfield Park?

2. Why is it good news for Mrs Bennet?

3. Is Mr Bennet as excited as his wife about the news?

4. What does Mrs Bennet want her husband to do?

5. How does Mr Bennet describe his wife’s nerves?
Post-reading:

In Chapter 1 of ‘Pride and Prejudice’ we can find this sentence:

‘... some of his servants are to be in the house by the end of the week.’

1. What may the underlined structure convey in English?

☐ Present
☐ Past
☐ Future
☐ Probability
☐ A plan or arrangement
☐ An order

2. Write 3 sentences using the structure ‘to be to’

1.

2.

3.
**GRAMMAR**

**I am to…**

We can talk about the future by saying that something has to happen. We often use this structure to talk about official plans and fixed personal arrangements.

- The President is to visit Scotland in September.
- We are to get a wage rise.
- I felt nervous because I was soon to leave home for the first time.

1. Write sentences about President Morton’s schedule. Example:
   - The President is to arrive at Star City at 08.00.

   **Schedule for Presidential Visit to Northland**
   **Monday 27.6**
   - 08.00 Arrive Star City Airport. Inspect guard of honour.
   - 09.00 Working breakfast with President Jensen.
   - 11.00-13.00 Tour of Star City; meet mayor and civic leaders.
   - 13.00-14.00 Lunch with Foreign Minister Svendsen and guests.
   - 14.00-16.00 Visit inner city schools; open new eye hospital.
   - 16.00-20.00 Meet business leaders; rest.
   - 20.00-23.00 Attend State Dinner as guest of President and Mrs Jensen.

   **You are (not) to** can be used to give orders (for example by parents)

   - *You’re to do* your homework before you watch TV.
   - *She can go out, but she’s not to be back* late.

2. Put together sentences that a parent might say to a child, using expressions from the two boxes and You’re (not) to... Example:

   - *You’re to clean up* your room.

<table>
<thead>
<tr>
<th>clean up</th>
<th>do</th>
<th>give chocolate</th>
<th>go to bed</th>
<th>learn how to use</th>
</tr>
</thead>
<tbody>
<tr>
<td>leave dirty</td>
<td>leave empty</td>
<td>make</td>
<td>make your own</td>
<td></td>
</tr>
<tr>
<td>open door</td>
<td>write</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>at nine o’clock</th>
<th>bed</th>
<th>Christmas thank-you letter</th>
<th>piano practice</th>
<th>room</th>
</tr>
</thead>
<tbody>
<tr>
<td>crisp-packets lying around</td>
<td>hour-long phone calls</td>
<td>to strangers</td>
<td>washing machine.</td>
<td></td>
</tr>
</tbody>
</table>
SPEAKING

At the end of Chapter 1 it is said:

'The business of her life (Mrs Bennet’s) was to get her daughters married’

Discuss within your group:

- Are modern women worried about getting married to a wealthy man? Do they look for rich respectable partners? What about men? What do they look for in their female partners?

- Do arranged marriages still occur in our days? Where? What are the main reasons lying behind arranged marriages?

- Should love be the only factor to consider when choosing a person to marry?
HOMEWORK

1 Read Chapters 2-10 for next session. For more information about Jane Austen, you can read the article on the Speak-up magazine no. 257 In Jane Austen country and do the exercises.

EXTRA MATERIALS

The Narrative Tenses

Narrative tenses are the grammatical structures that you use when telling a story, or talking about situations and activities which happened at a defined past time.

Here are the most common narrative tenses and how they are used:

• 1. The Simple Past Tense.

The past simple is used:

a) to express a completed action at a definite time in the past. The separate events which occur in sequence in a narrative are expressed using this tense.

I woke up (1) at half past seven yesterday, I had a shower (2) and ate some breakfast (3). I left for work (4) at quarter past eight.

NOTE! The past simple is the most common tense after ‘When?’ in questions.

b) to express past habits.

I went to school in São Paulo until my family moved to Rio.

NOTE! Used to + verb is often used to express past habits and states that happened in the past, but do not happen now. Used to can not be used for actions which only occurred once.

Eg. I used to work for Petrobrás. (I don't work for them now)
I didn't use to like living in Madrid. (I do like it now)
Where did you use to go for lunch? (You don't go there now)

Would (+ adverb of frequency) + verb can be used to express past habits which do not happen now.

Eg. My grandfather would always read the newspaper at breakfast time. (He doesn't do it now)
Using ‘would’ instead of ‘used to’ often gives an idea of nostalgia. However, if the adverb of frequency is stressed, it can give the idea that the habit was annoying.

Eg. My dog would never do what I wanted it to do!

NOTE! ‘WOULD’ CAN NOT BE USED FOR PAST STATES!
Eg. I would live in London. IS WRONG!
2. The Past Continuous Tense.

As with all continuous tenses, the past continuous gives the idea of activity and duration. The past continuous is used:

a) To describe the situation in which the events of the narrative occurred.

When I saw her (1), she was wearing (2) a blue dress and was driving (2) a Mercedes.

b) To express an activity in progress at a time in the past.

What were you doing (1) when I phoned you?

NOTE! The past continuous is the most common tense after 'while' in questions and statements.

The past continuous also expresses the idea of:

- An interrupted activity E.g. She was cooking dinner when the door bell rang. (She cooked dinner = she finished it)

- An unfinished activity E.g. I was reading a book yesterday. (I read a book... = I finished reading the whole book)

- A repeated action E.g. They were shooting at the enemy. (They shot.... = They fired the gun one time only)

- A temporary situation E.g. He was standing on the corner waiting for a bus. (It stood on the corner. = Permanent situation)

NOTE! The past continuous can also be used as 'future in the past'. This will be explained later.

3. The Past Perfect Simple Tense.

The past perfect simple is used

a) to show that an action or situation happened BEFORE the events in the narrative described in the simple past.
I woke up (1) at half past seven yesterday. I had slept very badly (2) because there had been a power cut (3) during the night.

NOTE! It is bad style to use too many verbs in the past perfect. As soon as it is clear that the events happened before the time that the narrative is set, use the simple past.

E.g. I woke up at half past seven yesterday. I had slept very badly because there’d been a power cut during the night. When the electricity went off, I was watching the Brazilian national team playing football against the USA.

NOTE! If the subject of two verbs is the same, you don't have to repeat the 'had' auxiliary.

When I arrived, he'd finished his dinner and left the room.

b) Making a narrative more interesting to read.

It is generally seen as bad literary style to have too many verbs in the same tense. In English it is always best to avoid repetition where possible. Look again at the example used to illustrate the simple past tense. This same sentence could be improved for dramatic effect by using the past perfect simple.

E.g. I woke up (1) at half past seven yesterday. When I had had a shower (2) and eaten some breakfast (3), I left for work (4).

CONJUNCTIONS (After, As soon as, Before, By the time, Once, till, When, Unless, Until)

With these conjunctions of time, the past perfect shows that the first action MUST BE COMPLETED before the second action begins, otherwise the past simple is used.

After....she finished, they left / she had finished, they left. (She had to finish first)
As soon as...we arrived she said "hello". / I had done it, I sent it to her. (I had to do it first)
She wouldn't sign the contract before.... seeing it / she had seen it. (She had to see it first)
They wouldn't go unless....she came with them / they had seen it was safe.

4. The Past Perfect Continuous Tense.

a) The past perfect continuous is used for longer activities that were happening continuously up until a specified time in the past.

Eg.
He looked very tired (1), he had been working very hard (2) over the past three weeks.

As with the past continuous, the past perfect continuous can show the following:

- Unfinished activity. *He hadn't heard the telephone ring because he'd been reading.*

- Repeated activity. *I was tired. I'd been cutting wood all day.*

- With the past perfect simple, the focus is on the completed activity. *He'd read three reports that morning. He'd cut a huge pile of wood.*

### 5. The Future in the Past.

The future in the past is used to look into the future from a point of time in the past. However, this "future" event still occurred at a time before the present time.

Eg.

\[ \text{The Past} \quad \text{Now} \quad \text{The Future} \]

*I woke up (1) at half past seven yesterday. I was meeting my boss (2) at ten o'clock that morning, so I wouldn't be able to have lunch (3) with Susan. I wasn't going to get home (4) again until late that night.*

Depending on the situation, the following tenses are used in the future in the past:

The past simple (a timetabled event) The past continuous (an arrangement)

Would (a prediction) Was going to (a plan)

Would be doing (an action at a specific time) Would have done (action completed before a specified time)
SESSION 2

WARM-UP

Pride and Prejudice

Chapters 1-10

1. State whether these sentences are true or false according to what you have read.

<table>
<thead>
<tr>
<th>Sentence</th>
<th>TRUE</th>
<th>FALSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr Bennet’s favourite daughter is Jane</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Mrs Bennet’s objective in life is to get husbands for her five daughters</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mr Bingley is a wealthy young man, but his friend Mr. Darcy has no fortune</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mr Darcy’s proud manners at the public ball caused a general disgust</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mr Bingley’s attentions to Jane are not very well received at the beginning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jane got a cold and had to stay at Mr Bingley’s until she recovered.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mr Collins is the heir to Mr Bennet’s estate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mr Wickham tells Elizabeth he is a very good friend of Mr. Darcy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mr Darcy admires Elizabeth secretly, although he thinks that she is of inferior rank</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elizabeth dislikes Mr Darcy for his pride and the wrong he did to Mr Wickham</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elizabeth accepted Mr Collins’s proposal of marriage</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Can you match these characters with the expressions that apply to them?

1. Mr Bennet a. unattractive, very formal and too self-conscious
2. Mrs Bennet b. good-looking and gentlemanly
3. Mr Bingley c. a woman of mean understanding and uncertain temper.
4. Mr Collins d. a young official of pleasing appearance and manners
5. Mr Darcy e. fine tall form and noble face, but cold and curt
6. Jane f. clever and ironic
7. Elizabeth g. intelligent, with a playful nature and strong sense of humour
8. Charlotte Lucas h. silly and empty-headed
9. Mr Wickham i. a sensible young woman of about twenty-seven
10. Lydia j. the prettiest of the Bennet sisters
GRAMMAR: Narrative Tenses

1 Read these sentences extracted from ‘Pride and Prejudice’. Underline those verbs expressing:

1. a complete action at a definite time in the past
2. an action or situation that happened before other past actions.
3. a future action from a point of time in the past.

‘In a few days Mr Bingley returned Mr Bennet’s visit, and sat for about ten minutes with him in the library. He had hoped to see the young ladies, of whose beauty he had heard a great deal, but he saw only the father.’

‘They always managed to learn some news, and at present they were well supplied by the arrival of a regiment in the neighbourhood, which would remain for the whole winter.’

2 Rewrite this stories, beginning with the last action. You will have to use some linking words

Example: Peter got up at dawn. He was driving for ten hours. He got home. He was tired.

*When Peter got home, he was tired because he had got up at dawn and had been driving for ten hours.*

a) Sally won £2,000 in a competition. She received a letter saying this. Last night she was celebrating.

b) My flat was burgled. Someone stole my TV. I found this when I got home from work.

c) Mick wasn’t always poor. He had a successful business. Unfortunately, it went bust. Mick was a homeless beggar. (Mick... but... business which...)

d) Jane and Peter were shopping all day. They spent all their money on clothes. They arrived home. They were broke.

e) John’s parents died. He had no relatives left in the UK. He decided to emigrate to Australia


PHONETICS

MUTE GRAPHEMES

Some graphemes that can be mute are: d, h, p, b, k, n, m, l, gh, r, w, ...

1 Write the phonetic transcription of these words:

<table>
<thead>
<tr>
<th>word</th>
<th>transcription</th>
</tr>
</thead>
<tbody>
<tr>
<td>limb</td>
<td>sight</td>
</tr>
<tr>
<td>yolk</td>
<td>walk</td>
</tr>
<tr>
<td>psychiatrist</td>
<td>damn</td>
</tr>
<tr>
<td>crumb</td>
<td>palm</td>
</tr>
<tr>
<td>north</td>
<td>neighbour</td>
</tr>
</tbody>
</table>

2 Can you think of any other words containing mute graphemes? Write as many as you know.
LISTEN AND WATCH

‘Pride and Prejudice’

Pre-listening: We will watch two scenes from the film ‘Pride and Prejudice’ (2005) directed by Joe Wright and starring Keira Knightley and Matthew Macfadyen.

Talk to your partner: Have you seen this film? Did you like it? Can you name any books that have been made into films? What is your general opinion about films made from plays or novels? Are they as good as the books? Are they better? Which differences can be mentioned as typical between the two versions?

Listening:

Scene 1: Mr Collins Makes a Proposal of Marriage

Watch the scene once and complete these sentences while you watch it the second time:

Mr. Collins: Mrs. Bennet, I was hoping I would not trouble you that I might solicit a private ____________ with Miss Elizabeth in the ___________ of the morning.

... Since I entered the house I singled you out as the ___________ of my future life, but before I’m run away with my feelings, perhaps I must state my reasons for marrying.

Firstly, that it’s the duty of a ____________ to set the example of matrimony in his ____________. Secondly, that I’m convinced it would add very greatly to my happiness. And thirdly, that it’s the urgent of my esteemed patroness Lady Catherine that I __________ a wife.

My __________ in coming to Longbourn was to choose such a one from __________ Mr Bennet’s daughters for I am to inherit his ____________ and such an alliance for surely suit everyone.
... Elizabeth: ...You forget that I've given no ____________....
...
Elizabeth: Sir, I am ______________ by your proposal, but I regret that I must ____________ it.
...
Elizabeth: Mr Collins, I am ____________ serious. You could not make me happy and I’m ____________ I'm the ____________ woman in the world who can make you happy.
...
Elizabeth: Sir, sir... I'm not the sort of ____________ to torment a ____________ man. Please, ____________ me. I cannot accept you.

**Scene 2: Charlotte Accepts a Proposal of Marriage**

Watch the scene and answer the following questions:

1. Why is Elizabeth surprised at the news?

2. Is she envious of her friend Charlotte?

3. What are Charlotte’s reasons to accept Mr Collins’s proposal?

4. What does Elizabeth think of Mr Collins?

**Post-listening:**

3 Talk to your partner: Considering Charlotte’s reasons to marry the first man who proposed to her without knowing him, which other options do you think young women could have at the time (beginning of XIX century) for their future?
**SPEAKING: A CHARACTER’S DESCRIPTION**

A character may be described in different ways, through both appearance and personality. But many times it’s best not to attempt to be too comprehensive about appearance. It’s far more effective to capture the character’s distinctive personal features: a particular expression in the eyes, a tone of voice or a characteristic laugh as well as to give concrete examples of his behaviour which can illustrate his personality. That’s how Jane Austen created their characters, as considered by literary experts:

“Austen's literary strength lies in the delineation of character, especially of women, by delicate touches arising out of the most natural and everyday incidents in the life of the middle and upper classes, from which her subjects are generally taken. Her characters, though of quite ordinary types, are drawn with such firmness and precision, and with such significant detail as to retain their individuality intact through their entire development, and they are uncoloured by her own personality. Her view of life seems largely genial, with a strong dash of gentle but keen irony.”

1. In fact, very few physical features are revealed about the characters in ‘Pride and Prejudice’. Which ones can you remember as pertaining to

   *Elizabeth Bennet*

   *Jane Bennet*

   *Mr Darcy*

   *Mr Bingley*

   *Mr Collins*

2. Think about a character from a book or a film that you like in particular and describe him/her to your partner. Try to give as many details as possible about his/her personality rather than his/her physical appearance. You can use some of the adjectives of the following page.
DESCRIBING PERSONALITY

1. My name is Mr Frank. I do not like your make-up.
2. Mrs Truthful never tells any lies.
3. Mrs Energetic works 14 hours a day, plays tennis and goes jogging.
4. Mrs Extrovert will dance the can-can on the table.
5. Mrs Dominant likes to exercise control
6. Mrs Competitive hates losing in tennis and at work.
7. Mr Self-confident knows he is good.
8. Mr Outgoing likes meeting people at parties.
9. Mr Egocentric thinks he is the very centre of the universe.
10. Mr Easy-going will forget about the money he owes you.
11. Mr Demandig wants the others to do their best without compromise.
12. Mr Determined never gives up without a fight.
13. Mr Arrogant is superior to everyone.
14. Mr and Mrs Proud think they are good and find pleasure in themselves.
15. Mr and Mrs Light-hearted never frowns.
16. Miss Vain spends the whole day in front of the mirror.
17. Miss Strong-willed knows what she wants and usually gets it.
18. Miss Selfish won't share her money with anyone.
19. Miss Carefree has got no problems.
20. Miss Ambitious wants to be good, better, the best.
HOMEWORK

1 Read Chapters 11-19 of Pride and Prejudice

2 Phonetic transcription

‘His pride,’ said Miss Lucas, ‘does not offend me so much as pride often does, because there is an excuse for it. One cannot be surprised that such a fine young man with family and fortune should think highly of himself.’

‘That is very true,’ replied Eliza, ‘and I could easily forgive his pride, if he had not wounded mine.’

3 Transcribe also these words containing mute graphemes

climb
hymn
mnemonic
high
fight
should
psychology
farm
north
crawl
lamb
psalm
calf
weight
4 GRAMMAR PRACTICE: NARRATIVE TENSES

Put the verb in brackets into the correct form. Where both the past simple and past perfect simple are possible, write 'BOTH'.

1. Until I ________ (explain) the situation to her I felt guilty.
2. After I ________ (finish) my lunch I went back to work.
3. When the police ________ (interview) me they let me go home.
4. As soon as I got home my brother ________ (go out).
5. The children had to stay in until the rain ________ (stop).
6. When I ________ (see) John coming towards me I walked in the other direction.
7. I phoned my mother to find out why she ________ (not write) for so long.
8. We stayed in our seats until the film ________ (finish).

Continue the following sentences using the words in bracket in either the past perfect simple or continuous.

1. My landlord threw me out of my flat because (not pay the rent for six months / and break all the windows)

_____________________________________________________________________

2. When I eventually got to the meeting I was bad tempered and exhausted! I (sit in traffic jam 45 minutes / motorist bump into me / and get completely lost)

_____________________________________________________________________

3. By the time 5 o'clock arrived Brenda was furious. She (wait for an hour / drink six cups of tea / and they still not arrive)

_____________________________________________________________________

4. I was so depressed that I couldn't do the exam. I (study every day for two months / and give up see my friends)

_____________________________________________________________________

Put the verb in brackets in an appropriate form of the future in the past.

1. "Henry! Good Lord! I forgot that you ________ (come) to dinner. I'm sorry, come in."
2. The police ________ (charge) me with speeding, but I told them that I'd never driven a car.
3. The beginning of the film was terrible. I hoped it ________ (get better).
4. I went to bed early as I was ________ (leave) for Rio the next day.
5. Tom was sensible and his mother knew he ________ (take) care of himself.
6. "You ________ (show) me your holiday photos but we were interrupted."
7. "Our last holiday was a disaster. We ________ (travel) to Austria, but I broke my leg."
8. I ________ (just/ring) the receptionist about the tv when an engineer arrived to fix it.
9. I had invited them to come to the party at 9 o'clock, but I knew they ________ (be late).
10. "Last time I saw you, you ________ (emigrate) to Canada! Did you?"
Fill in the gaps using appropriate narrative tenses

EXCERPT FROM Bram Stoker’s "Dracula"

Jonathan Harker is an estate agent from London. He is visiting Count Dracula in Transylvania in order to sell him some property in London. We know that Count Dracula is a vampire, but he doesn’t although he is getting suspicious in this excerpt from his diary.

8 May - I (1 begin) ____________to fear as I (2 write) ____________in this book that I (3 get) ____________too diffuse [* giving too many details]; but now I am glad that I (4 go) ____________into detail from the first, for there is something so strange about this place and all in it that I cannot but feel uneasy. I wish I (5 be) ____________safe out of it, or that I (6 never come) _____________. It may be that this strange night - existence is telling on me; but would that that were all! If there were any one to talk to I could bear it, but there is no one. I have only the Count to speak with, and he! - I fear I am myself the only living soul within the place. Let me be prosaic so far as facts can be; it will help me to bear up, and imagination must not run riot with me. If it does I am lost. Let me say at once how I stand - or seems to.

I only (7 sleep) ____________a few hours when I went to bed, and feeling that I could not sleep any more, (8 get up) _____________. I (9 hang) ____________my shaving glass by the window, and (10 just begin) ____________to shave. Suddenly I (11 feel) ____________a hand on my shoulder, and (12 hear) ____________the Count’s voice saying to me, "Good morning." I (13 start) ____________[* to feel frightened suddenly], for it (14 amaze) ____________me that I (15 not see) ____________him, since the reflection of the glass (16 cover) ____________the whole room behind me. In starting I (17 cut oneself) ____________slightly, but (18 not notice) ____________it at the moment. Having answered the Count’s salutation, I (19 turn) ____________to the glass again to see how I (20 mistake) ____________. This time there (21 can) ____________be no error, for the man was close to me, and I could see him over my shoulder. But there (22 be) ____________no reflection of him in the mirror! The whole room behind me (23 display) ____________; but there was no sign of a man in it, except myself. This was startling, and, coming on the top of so many strange things, (24 begin) ____________to increase that vague feeling of uneasiness which I always had when the Count is near; but at the instant I (25 see) ____________that the cut (26 bleed) ____________a little, and the blood (27 trickle) ____________over my chin. I (28 lay down) ____________the razor, turning as I did so half round to look for some sticking plaster. When the Count (29 see) ____________my face, he (30 make) ____________a grab at my throat. I (31 draw) ____________away, and his hand (32 touch) ____________the string of beads which held the crucifix. It (30 make) ____________an instant change in him, for the fury (33 pass) ____________so quickly that I (345 can) ____________hardly believe that it was ever there.

"Take care," he (35 say) ____________, "take care how you cut yourself. It is more dangerous than you think in this country." Then seizing the shaving glass, he (36 go on) ____________: "And this is the wretched thing that (37 do) ____________the mischief. It is a foul bauble of man’s vanity. Away with it!" and opening the heavy window with one wrench of his terrible hand, he (38 fling) ____________out the glass, which (39 shatter) ____________into a thousand pieces on the stones of the courtyard far below. Then he (40 withdraw) ____________without a word. It is very annoying, for I do not see how I am to shave, unless in my watch-case or the bottom of the shaving-pot, which is fortunately of metal.
SESSION 3

WARM-UP

We will correct homework from previous sessions, and solve any doubts that students might have with regard to narrative tenses, particularly with the different ways of expressing future in the past.

We will also review phonetic exercises related to mute graphemes.
**LISTENING AND WATCHING**

*Pride and Prejudice*

**Chapters 11-19**

**Pre-listening:**

1. Checking comprehension of previous chapters. Answer these questions orally.

   1. What happened during Elizabeth’s visit to his cousin and Charlotte in Hunsford?
   2. Who is Lady Catherine de Bourgh? How are Mr Collins and Mr Darcy related to her? Describe her briefly.
   3. What’s Elizabeth’s opinion of Lady Catherine de Bourgh?
   4. What happened between Mr Darcy and Elizabeth?
   5. Why does Elizabeth begin to change his mind to a more favourable opinion of Mr Darcy?
   6. Where is Lydia invited to go to?
   7. How is it that Elizabeth visited Pemberly, Mr Darcy’s home?

2. Can you explain or give a synonym of the following words appearing in the film?

   - agony
   - ardently
   - uncivil
   - judgement
   - struggle
   - unconsciously
   - to ruin
   - in vain
   - rank
   - endeavour
   - beloved
   - misfortunes
   - eager
   - scruples
   - to rejoice
   - selfish
   - disdain
**Listening:**

**Scene:** Mr Darcy’s proposal

1. Watch the video and answer these questions:

   1. What are the reasons why Mr. Darcy has been fighting against his love for Elizabeth?

   2. Apart from Mr Darcy’s confession that he loved her against his judgement, what other two reasons does Elizabeth have to reject his proposal?

   3. Why did Mr Darcy separated his friend Mr Bingley from Jane Bennet?

   4. What differences can we find between the book passage and the film scene?

**Post-listening:** Focus on register. Here you can read some sentences extracted from the film. Rewrite them using a more colloquial register.

‘Please, do me the honour of accepting my hand.’

‘Sir, I appreciate the struggle you’ve been through and I’m very sorry to have caused you pain. Believe me, it was unconsciously done.’

‘Forgive me, madam, for having taken so much of your time.’
**WORD FORMATION: SUFFIXES AND PREFIXES**

These words appearing in Chapter 14 contain a root and one or several affixes:

*unmoved*

*calmness*

*explanation*

*inferiority*

1. There are several more. Can you find them:

2. Make new words with the base words, using the suffixes and/or negative prefixes. Sometimes you need to make small changes to the spelling.

<table>
<thead>
<tr>
<th>PREFIX</th>
<th>BASE WORD</th>
<th>SUFFIX</th>
</tr>
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<tbody>
<tr>
<td>in-</td>
<td>conscious help kind</td>
<td>-able/ible</td>
</tr>
<tr>
<td>un-</td>
<td>literate loyal</td>
<td>-ful</td>
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<td>im-</td>
<td>mature</td>
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<td>measure polite</td>
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<td>thought understand use</td>
<td>-ment</td>
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<tr>
<td></td>
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<td>-ness</td>
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</tbody>
</table>
SPEAKING: Moral issues: pride and prejudice

In groups of 3-4 people explain why Mr Darcy is so proud and why Elizabeth is prejudiced against him.

How does Darcy become less proud?

How does Elizabeth change her opinion about Darcy?

Do you know any people that are proud / prejudiced?

Discuss: Can people be completely free from prejudice?

Elizabeth’s words may help you to discuss the questions above:

'From the very beginning, your manners struck me as showing the greatest pride in yourself and scorn for the feelings of others, and I had not known you a month before I felt that you were the last man in the world whom I could ever be persuaded to marry'
**HOMEWORK**

1 Read Chapters 20-28 of *Pride and Prejudice*

2 Word formation: derivatives

Complete the chart and mark the stressed syllable

<table>
<thead>
<tr>
<th>Noun</th>
<th>Adjective</th>
<th>Person</th>
<th>Verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>‘photograph</td>
<td>photo’graphic</td>
<td>pho’tographer</td>
<td>to ‘photograph</td>
</tr>
<tr>
<td>‘industry</td>
<td></td>
<td></td>
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<tr>
<td>compe’tition</td>
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<td></td>
<td>to in’vent</td>
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<tr>
<td>‘criticism</td>
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<tr>
<td>‘special</td>
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<td>me’chanic</td>
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<td>‘politics</td>
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<tr>
<td>‘nation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>‘active</td>
<td></td>
<td></td>
<td>to ‘analyse</td>
</tr>
</tbody>
</table>
EXTRA MATERIAL The British class system

The class menagerie

Alexander Chancellor
Saturday March 9, 2002
The Guardian

Most countries have class systems, but Britain's and India's are perhaps the most famous because they are not based on money. The United States, for example, has a social hierarchy entirely determined by wealth. Their super-rich, even when they have left a lot of bodies buried in cement on their way to becoming opera lovers and patrons of the arts, enjoy as much social prestige as English dukes. But the British social hierarchy is all to do with taste and custom. It has always been possible in England to be a penniless toff.

In Britain, each social group, irrespective of geography, regarded members of the next class down as "common". And if you were saddled with that stigma, it was very difficult to shake it off.

Getting rich didn't help, because you still didn't have the airs and graces that only breeding could provide. This meant using the "right" words and pronouncing them in the approved manner. It meant pouring the tea into your cup before adding the milk. It meant preferring mayonnaise to HP Sauce and eating your scampi off a plate rather than out of a basket. It meant having a black or grey car instead of a yellow or red one.

But that was then, and much has changed in British society over the past few decades. The Thatcher revolution made wealth respectable and united the nation in greed. American culture permeated every nook and cranny until we all began to share the same tastes in food, clothes, music and so on. It also undermined the linguistic distinctions that had helped to separate the classes.

Nancy Mitford's guide to "U" and "non-U" seems ridiculous today. Nobody cares if you say "notepaper" instead of "writing paper", or "mirror" instead of "looking glass", or "toilet" instead of "lavatory", or if you pronounce the opera house "Covent Garden", with a hard "o", instead of "Cuvent Garden", with a soft one, or "controversy" instead of "controvery". There's no longer any accepted standard for such matters, not even at the BBC, which makes us much more easygoing, culturally, than the French.

Such changes threaten the British class system far more than things such as the abolition of hereditary peers. They are helping to create a homogeneous society in which people's tastes and aspirations are generally the same. An old Etonian friend of mine, whose father was a baronet with a large estate, has a son who is a professional footballer. In the past, no child of the upper class would have contemplated a career in football, even if he'd had the talent for it. It would have brought too much embarrassment on his family.

And now there is Dido, the singing superstar. Her father, William Armstrong, is also an old friend of mine, though it's a while since I have seen him. He is a former public schoolboy, educated at Downside and Oxford, who has devoted his life to publishing books. While he was managing director of Sidgwick & Jackson (a company later bought by Macmillan), I worked for him as editor of the magazine Time & Tide.

He is a bookish fellow of professorial mien. His wife, Claire, is a poet and a former research assistant at the British Museum. They are the last couple you would expect to produce a pop star, especially one that launched her career by collaborating with the disreputable American rapper Eminem. Yet they are, of course, immensely proud of her. Dido Florian Cloud de Bounevialle Armstrong, to give her her full name, has sold 13 million albums and earned £15m in one year. One of her fans, according to the Sunday Times, is the novelist and editor of the Times Literary Supplement, Ferdinand Mount. What better sign could there be that the British class system is finally breaking down?
SESSION 4

WARM-UP

Chain Fairytale

This is a fun writing warm-up. Everyone has a piece of paper and writes the first sentence or two to start a fairytale (not one that already exists).

Example: Once upon a time there was a frog that had no legs. He wanted to get married, but there were no female legless frogs in the land.

After one minute the teacher will say "SWITCH". At this time the writers have to put down their pens and pass the papers. They cannot finish their sentences. Then, the next writers will continue the story. After about eight-ten minutes we will have as many silly stories to read as you have students. The teacher should warn the writers that they will soon have to wrap-up the story during the last two minutes so that each story has a conclusion. Read all of the stories out loud for a good laugh.

We will extend this activity by making each student correct writing and spelling errors of one of the stories. But this will be done as homework.
READING AND WATCHING

‘Pride and Prejudice’

Pre-listening:

1. Before watching the extract of the film, the students will explain briefly what happened along chapters 20-28 of the book.

2. Then we will read the original passage from the book to compare both scenes later.

The reading will be focused on sentence stress and intonation. As many students as possible will be asked to read aloud.

After the reading we will solve any vocabulary doubts that may arise.

Listening:

Scene: Lady Catherine Visits Longbourn

Watch the extract of the film and complete the words missing below:

Lady Catherine: The rest of your ___________, I presume.
Mrs. Bennet: All but one, the youngest has been lately married, your ladyship and my ___________ was proposed to only this afternoon.
Lady Catherine: You have a very small ___________, madam
Mr Bennet: Can I offer you a cup of tea?
Lady Catherine: ______________ not. I need to speak to Miss Elizabeth Bennet alone.
As a matter of ____________
Lady Catherine: You can bee at no ___________ Miss Bennet to understand why I am here.

Elizabeth: Indeed, you’re mistaken, I cannot account for this ___________ at all.

Lady Catherine: Miss Bennet, I ___________ you, I’m not to be trifled with. A report of the most ___________ nature has reached me that you intend to be ___________ with my nephew, Mr Darcy. I know this to be a ___________ falsehood. Let it not injure him by supposing it possible. I ___________ set off to make my sentiments known.

Elizabeth: If you believe it to be impossible, I wonder you _________ the trouble to come so far.

Lady Catherine: To hear it contradicted.

Elizabeth: Your coming would be ___________ a confirmation surely if indeed such a report did exist.

Lady Catherine: If? Do you the pretend to be ____________ of it? Has it not been industriously _______________ by yourself?

Elizabeth: I have never heard of it?

Lady Catherine: And can you declare there’s no _____________ for it?

Elizabeth: I do not pretend to possess equal frankness with your ladyship. You may ask a question which I may ___________ not to answer.

Lady Catherine: This is not to be borne. Has my nephew mad you an offer of marriage?

Elizabeth: Your ladyship has declared it impossible.

Lady Catherine: Let me be understood. Mr Darcy is ___________ to my daughter. Now what have you to say?

Elizabeth: Only this, if that is the _________ you have no reason to suppose he will make an offer to me.

Lady Catherine: You, selfish girl!

Post-listening: The happy end

Eventually, Elizabeth and Mr Darcy get closer and closer and get engaged. Do you think this was an expected end? Can you think of a different conclusion for the book/film? Which one?
SPEAKING: Can social boundaries be crossed?

THE BRITISH CLASS SYSTEM

The British as a nation are very concerned about which class they belong to. There are several classes which can be defined as follows:

Upper Class = Somebody who is so rich they don't need to work.
Working Class = Anybody who works.
Middle Class = Somebody who wishes they were upper class but who are in fact working class.

The middle class are the worst type of class because they are the only ones who actually care what the other classes think of them. The Upper class are so rich they don't give a monkey's what the common 'oiks' think. The Working class who class themselves as such don't let their lives be spoilt by trying to aspire to something which is plainly out of reach. Essentially remember if you work you are Working class and there's nothing that can change that, unless you win the lottery or get adopted by the Queen.

Debate:

4 What classes can be found in Spanish society?
5 Which are the factors determining the inclusion in one class or another?
6 Can social boundaries be crossed? How?
WRITING

Write a review of the book Pride and Prejudice. (250-300 words)

Write three main paragraphs:
- An introduction to the author and book
- An introduction to characters and outline of the plot
- Your opinion of the book

TRANSLATION

Select an extract from the book and translate it into Spanish. Try to keep the register and style.
The sumptuous new screen adaptation of Jane Austen's "Pride and Prejudice" has so much to recommend it that it seems almost churlish to point out that its plucky, clever heroine, Elizabeth Bennet, played by Keira Knightley, is not exactly the creature described in the 1813 novel.

The second of five well-brought-up but impecunious Bennet sisters, whose fluttery mother (Brenda Blethyn) desperately schemes to marry them off to men of means, Elizabeth prevails in the novel through her wit and honesty, not through stunning physical beauty. Among the five, the belle of the ball is Elizabeth's older sister, Jane (Rosamund Pike), who is as demure and private as Elizabeth is outspoken and opinionated.

But because Ms. Knightley is, in a word, a knockout, the balance has shifted. When this 20-year-old star is on the screen, which is much of the time, you can barely take your eyes off her. Her radiance so suffuses the film that it's foolish to imagine Elizabeth would be anyone's second choice.

Once you've accepted this critical adjustment made by Joe Wright, a British television director in his feature film debut, "Pride & Prejudice" gathers you up on its white horse and gallops off into the sunset. Along the way, it serves a continuing banquet of high-end comfort food perfectly cooked and seasoned to Anglophilic tastes. In its final minutes, it makes you believe in true love, the union of soul mates, happily-ever-after and all the other stuff a romantic comedy promises but so seldom delivers. For one misty-eyed moment, order reigns in the universe.

If the depth and complexity of the movie can't match those of the five-hour British mini-series with Jennifer Ehle and Colin Firth that was shown on A&E a decade ago, how could they, given the time constraints of a feature film (128 minutes, in this case)? But in a little more than two hours, Mr. Wright and the screenwriter, Deborah Moggach, have created as satisfyingly rich and robust a fusion of romance, historical detail and genial social satire as the time allows.

Matthew Macfadyen finds a human dimension in the taciturn landowner Fitzwilliam Darcy that was missing in earlier, more conventionally heroic portrayals. Mr. Firth might have been far more dashing, but Mr. Macfadyen's portrayal of the character as a shy, awkward suitor whose seeming arrogance camouflages insecurity and deep sensitivity is more realistic. Isolated by his wealth, ethical high-mindedness and fierce critical intelligence, Mr. Darcy is as stubborn in his idealism as Elizabeth is in hers. The disparity between his diffidence and her forthrightness makes the lovers' failure to connect more than a delaying tactic to keep the story churning forward; it's a touching tale of missed signals.

The movie unfolds as a sweeping ensemble piece in which many of the characters outside the lovers' orbit are seen through a Dickensian comic lens. Ms. Blethyn's mother is a dithery, squawking hysteric; Donald Sutherland's father a shaggy, long-suffering curmudgeon with a soft heart; and the Bennet sisters, except for Elizabeth and Jane, a gaggle of pretentious flibbertigibbets. Jena Malone, as the saucy, boy-crazy youngest daughter, Lydia, offers an amusing caricature of teenage idocy and entitlement.

William Collins (Tom Hollander), the priggish, self-satisfied clergyman Elizabeth rejects, to her mother's horror, is mocked for his short stature as well as his puffed-up airs. Late in the movie, Dame Judi Dench storms onto the screen as Mr. Darcy's imperious aunt, Lady Catherine de Bourg, to offer a tutorial on British snobbery. Elucution curdled with contempt and kept on ice; upwardly tilted facial posturing with narrowing eyes; and the deployment of artful humiliation, as when Lady Catherine coerces Elizabeth into playing the piano (very badly): all are laid out to be studied by mean-spirited future grandes dames on both sides of the Atlantic.

In the film's most intoxicating scenes, the camera plunges into the thick of the crowded balls attended with delirious anticipation by the Bennet sisters and moves with the dancers as they carry on breathlessly, broken conversations while whirling past one another. That mood of voluptuous excitement, barely contained, is augmented by Dario Marianelli's score, which takes the sound and style of late 18th- and early 19th-century piano music in increasingly romantic directions.
The movie skillfully uses visuals to comment on economic and class divisions. The humble Bennet estate, in which farm animals roam outside the house, is contrasted with some of the world's most gorgeous palaces and formal gardens, all filmed with a Realtor's drooling eye. Burghley House, a resplendent mid-16th-century palace in Lincolnshire, doubles as Lady Catherine's home, Rosings. At Chatsworth House in Derbyshire, the largest private country house in England, which substitutes for Mr. Darcy's home, Pemberley, the movie pauses to make a quick tour of a sculpture gallery.

For all its romantic gloss and finery, the film still reflects Austen's keen scrutiny of social mobility and the Darwinian struggle of the hungriest to advance by wielding whatever leverage is at hand. This is a world in which, for a woman, an advantageous marriage made at an early age is tantamount to safety from the jungle.

As the tide of feminism that crested two decades ago recedes and the old advance-and-retreat games of courtship return, "Pride & Prejudice" speaks wistfully to the moment. Elizabeth Bennet and Fitzwilliam Darcy are tantalizing early prototypes for a Katharine Hepburn-Spencer Tracy ideal of lover as brainy, passionate sparring partners. That the world teems with fantasies of Mr. Darcy and his ilk there is no doubt. How many of his type are to be found outside the pages of a novel, however, is another matter.