Choosing and motivating

Is this the right story for your class? Have they seen the film Sense & Sensibility? Do they like historical romantic dramas? Motivate them with background information (see the Back Story above) and by reading aloud a passage from the story.

Organising

Plan a class reading schedule. Decide how many pages to set for reading each week. Select exercises from the Self-Study section at the back of the reader and extra activities from this resource sheet to go with each chunk of reading. (Answers on page 4 of this Resource Sheet.)

Using the CD

Students can listen and follow in their books. They can listen and then read. They can read and then listen. All these activities will improve their reading speeds and skills.

Using the DVD

Select the English Language option on the DVD. The film is 136 minutes long. You could show the film in chunks of ten to fifteen minutes in conjunction with a class reading schedule. Alternatively, choose key scenes and set language tasks related to them.
People and Places
Who …

- a) … has no fortune of his own? ……………………………. Willoughby
- b) … is nineteen? ……………………………
- c) … has three daughters? ……………………………
- d) … is Mrs Dashwood’s cousin? ……………………………
- e) … often visits Sir John Middleton? ……………………………
- f) … thinks love is the most important thing in life? …………………………….

Introduction—Chapter 2
1 Are these sentences True (T) or False (F)?

- a) Henry Dashwood had three sons. T
- b) Henry Dashwood left one thousand pounds to his wife. F
- c) Mrs Dashwood always listens to Elinor. T
- d) Edward is very different from his sister. T
- e) Fanny wants Edward to marry Elinor. T
- f) Mrs Dashwood invites Edward to Barton Park. F
- g) John keeps the promise he made to his father. F

2 Make sentences

- a) Sir John Middleton i) is a rather selfish man.
- b) John Dashwood ii) enjoys telling jokes.
- c) Edward iii) knows about music.
- d) Mrs Jennings iv) is a kind, friendly man.
- e) Colonel Brandon v) has not yet visited Elinor.

3 Complete the sentences with words from the box.

<table>
<thead>
<tr>
<th>feelings</th>
<th>promised</th>
<th>serious</th>
<th>similar</th>
<th>tastes</th>
</tr>
</thead>
</table>

- a) John Dashwood ……promised……. to help his sisters.
- b) Marianne believes that her husband must have the same …….. as herself.
- c) Mrs Dashwood and Marianne are very …….. man.
- d) Colonel Brandon never laughs. He is a very …….. man.
- e) Marianne thinks that Elinor does not show her

Chapters 3–5
1 Answer these questions.

- a) Where does Willoughby’s cousin, Mrs Smith, live? Allenham
- b) Elinor thinks Willoughby has one fault. What is it? ...
- c) Why was Elinor angry when Marianne visited Allenham? ...
- d) Who is Miss Williams? ...
- e) Why is Elinor sad at Barton Park? ...
- f) How long does Edward stay at Barton Park? ...

2 Who says these things?

- a) ‘My daughters do not spend their time ‘catching’ men, Sir John.’ …………………………. Mrs Dashwood...
- b) ‘The Colonel is not so uninteresting. He has spent many years abroad and has some wonderful stories to tell.’ ……………………………
- c) ‘I have not known Willoughby for a long time, but I know him very well.’ ……………………………
- d) ‘His name begins with F.’ ……………………………
- e) ‘I will not be back for at least twelve months.’ ……………………………
- f) ‘I am not certain of their engagement.’ ……………………………
- g) ‘It is my sister’s hair.’ ……………………………

3 Talk to a partner. Which of these do you agree with?

- a) A person can only love once in their life. F
- b) Happiness is more important than being rich or important. F

Chapters 6–8
1 Circle the correct word in italics.

- a) In London, Marianne was kind / not polite to Colonel Brandon. kind
- b) Elinor and Marianne think Lucy Steele is selfish / boring. selfish
- c) Lucy Steele thinks Elinor has a good fortune / good sense. good fortune
- d) At the party, Willoughby’s manner / position towards Marianne was strange. manner
- e) Willoughby and Marianne were / were not engaged. were not engaged.

2 Tick (√) the things Willoughby says in his letter.

- a) He did not mean to upset Marianne. √
- b) He will keep the lock of hair Marianne gave him. ...
- c) He will be married in a few weeks. ...
- d) He only wanted Marianne to be a friend. ...
- e) He feels unhappy when he remembers Marianne and her family. ...
- f) He is sending back all the letters Marianne wrote to him. 

FINAL TASKS

1 Writing. Willoughby tells Elinor his story. Imagine you are Marianne. Write Marianne’s story.

2 Writing. Write a new chapter for the book – Margaret’s love story. Think about the following questions: Who does she meet? Does Mrs Jennings help her? What problems does she have? What happens at the end?

3 Speaking. Choose a favourite character from the book and list the reasons for your choice. In what ways has your character changed by the end of the story? Discuss your favourite character with a partner.

Chapters 9–11

1 Are these sentences true (T) or false (F)? Correct the false ones.

a) Colonel Brandon loved Eliza.  
F  

b) Colonel Brandon’s brother loved Eliza.  
F  

c) Eliza and Colonel Brandon ran away together.  
T  

d) Colonel Brandon went abroad.  
T  

e) Eliza left her husband.  
T  

f) Eliza’s daughter ran away with Colonel Brandon.  
F  

g) Willoughby stayed with his lover.  
F  

2 Answer these questions.

a) Why did Colonel Brandon not tell Marianne about Willoughby’s past?  
He hoped he could change.  

b) Why does Mrs Ferrars believe Miss Morton is a suitable wife for Edward?  


c) Why is Mrs Ferrars cold towards Elinor?  


d) Why didn’t Elinor tell Marianne about Edward’s engagement?  


e) Where does Colonel Brandon offer Edward a position?  


3 Work with a partner. Who do you think will or will not marry? Why/Why not?

Chapters 12–15

1 Fill in the correct name in each sentence.

Colonel Brandon  Edward and Elinor  Mr Ferrars  the Palmers  Miss Sophia Grey  Willoughby

a) Elinor and Marianne went to visit the Palmers in Somerset.  

b) ……………………… visited Elinor at the Palmers’ house.  


c) Willoughby does not love ……………………..  


d) Thomas told the Dashwoods that ……………………… is married.  


e) Mrs Ferrars gave ……………………… ten thousand pounds.  


f) At Delaford, Marianne spent a lot of time with ……………………..  


2 Talk to a partner.

a) What do you think of Willoughby’s character?  

b) Why do you think Marianne changes her opinion of the Colonel?

VOCABULARY BUILDER

1 There is a wrong word in each of these sentences. Underline it and find the right word from the ‘New Words’ list at the back of the book.

1. John Dashwood did not keep the hope he made to his father.  
2. Edward wanted to get a carriage as a clergyman.  
3. Colonel Brandon thought Willoughby was a man of bad situation.  
4. Mrs Ferrars gave Edward £10,000. The rest of her feelings went to Robert.  
5. There was a lock of hair in the hat Edward wore on his finger.  
6. Lucy thought only of herself. She was very angry.  
7. Colonel Brandon loved music, painting and good books. He was a man of excellent business.  
8. When Colonel Brandon arrived, Marianne immediately left the room. ‘She is not very suitable,’ thought Elinor.  
9. Willoughby travelled to Somerset in his road.  

2 Find ‘New Words’ at the back of the book for these definitions.

1. Your ideas about someone or something.  
2. A promise to marry made between two people.  
3. If you have this, you are able to decide what is the best thing to do.  
4. To feel sad or upset because something has not happened.  
5. The opposite of funny.  
6. Something that is right for someone or something.  
7. Tell someone you are angry or unhappy about something or someone.  
8. Very, very good.  
9. If two things are almost the same, they are …
JANE AUSTEN (pages 62–3)

Be a novelist
Many problems within marriage and families are the same today as they were two hundred years ago. But the solutions to them could be different. Would the love stories in Sense & Sensibility have the same outcome today? Students work in pairs and decide what changes there would be in the story if Jane Austen was writing today.

Research
When Jane Austen was writing, what authors were famous in your country? Students choose an author and find out more about them. They compare the life of this author with the life of Jane Austen. Give the students some questions to guide their research: Was the author a man or a woman? How many books did he/she write? Were his/her books popular at the time? Are they still popular? What sort of things did the author write about?

LOVE OR MONEY? (pages 64–5)

Conversations
Work with a partner. Choose one of the pictures on these pages. Imagine what the young people are saying in the picture. Act out your conversation to the whole class.

Research
Using the Internet, students research modern-day examples of famous marriages. They use the information to write a magazine article about the couple. Students can decide whether the couple married for love or money or both!

THE LONDON SEASON (pages 66–7)

Poster
Ask students to design a poster illustrating an event for the London Season. Include information on where the event takes place, what time and who will be there. The class votes on which party looks the best.

Diary
Students write Miss Henrietta Horrocks’ diary for the following week. Give the students some questions to guide their writing, for example: What will happen between Captain Palfrey and Miss Horrocks? Will Henrietta’s brother find a suitable young lady? Do any problems arise within the family?

FILM/CD FOLLOW-UP

Misunderstandings
Choose one of the scenes from the film which involves a misunderstanding. A good example is one of the scenes where Colonel Brandon and Elinor are talking to each other in a way that makes others believe they have a romantic interest. Play the scene a couple of times without sound and ask the students to write a possible script in groups. Play the scene again without sound and students read their scripts at the same time. Now play the scene with sound for students to compare the real script with their own versions.

Who says what?
Choose a short scene before the lesson. Write five or six short quotes from the scene on the board. Students watch or listen to the scene and note down the speaker in each case.

What happens next?
Play a short scene on the DVD or CD. Ask students to tell you what happened immediately before the scene and what happens immediately afterwards.

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