



UNIVERSIDAD CATÓLICA  
DE SANTIAGO DE GUAYAQUIL

Universidad Católica de Santiago de Guayaquil

Facultad de Artes y Humanidades

Carrera de Lengua Inglesa

Examen Complexivo para la titulación de:

Licenciado en Lengua Inglesa

Requisito de la Sección Práctica

Topic: Arts in the USA or Great Britain

Elaborado por: Bismark Oliver Vega Florín

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## ÍNDICE

ÍNDICE	1
LESSON PLAN READING COMPREHENSION	2
LESSON PLAN SPEAKING	3
LESSON PLAN READING COMPREHENSION	4
LESSON PLAN SPEAKING	5
CARÁTULA	6
DESARROLLO	7
REFERENCIAS BIBLIOGRÁFICAS	13
ANEXOS	14

## LESSON PLAN – READING COMPREHENSION

Topic:	Arts in Great Britain
Unit title:	Jane Austen's Pride and Prejudice (British Literature)
Skill:	Reading Comprehension
Level:	Upper intermediate
Objectives:	
Linguistic component	Literary language structures Descriptive vocabulary - People - Personality - Gestures
Pragmatic Component	Discourse competence: Reading classical British literature with fluidity. Functional competence: Inferring meaning from context. Design competence: To acquire and align the perception of the events described in a literary passage with that of the reader's own understanding according to their personal mind schemes and former experience with literature.
Sociolinguistic component	<ol style="list-style-type: none"> <li>1. To reflect on use of vocabulary, use of grammar; is it conventional or not? Are there abbreviations, ellipses? Are words missed out? Reflect on mood, tone of interaction, use of humor. Is there distance?</li> <li>2. To prepare students for encountering differences in the target language and culture</li> <li>3. To compare politeness conventions from the Regency era in Great Britain with contemporary etiquette in our culture.</li> </ol>
MATERIALS AND RESOURCES:	Ppt. Presentation PC and projector Whiteboard and whiteboard makers Trailer of the 2005 Pride and Prejudice film Excerpt from the film
PRESENTATION:	Warm up: Short elicitation Presentation on socio-cultural context: Brief facts about the times of Jane Austen. Basic Jane Austen's bio facts. Video projection of 2005 Pride and Prejudice film trailer.
PRACTICE:	Students perform a reading comprehension activity. They read an excerpt from Jane Austen's Pride and Prejudice. Students answer open ended questions on the text to check for comprehension. Students watch a video projection corresponding to the scene they have just read and discussed (If the class moves fast).
PRODUCTION:	Students write a short descriptive text on three of the main characters mentioned in the excerpt, while encouraged to use some vocabulary items from the passage.
ASSESSMENT:	Elicitation and consolidation of language structures:

### LESSON PLAN – LISTENING COMPREHENSION

Topic:	Arts in Great Britain
Unit title:	Jane Austen's Pride and Prejudice (British Literature)
Skill:	Listening Comprehension
Level:	Upper intermediate
Objectives:	
Linguistic component	Literary language structures Descriptive vocabulary: - People - Personality - Gestures
Pragmatic Component	Discourse competence: Reading classical British literature with fluidity. Functional competence: Inferring meaning from context. Design competence: To acquire and align the perception of the events described in a literary passage with that of the reader's own understanding according to their personal mind schemes and former experience with literature.
Sociolinguistic component	4. To reflect on use of vocabulary, use of grammar; is it conventional or not? Are there abbreviations, ellipses? Are words missed out? Reflect on mood, tone of interaction, use of humor. Is there distance? 5. To prepare students for encountering differences in the target language and culture 6. To compare politeness conventions from the Regency era in Great Britain with contemporary etiquette in our culture.
MATERIALS AND RESOURCES:	Ppt. Presentation PC and projector Whiteboard and whiteboard makers Trailer of the 2005 Pride and Prejudice film Excerpt from the film
PRESENTATION:	Warm up: Short elicitation Presentation on socio-cultural context: Brief facts about the times of Jane Austen. Basic Jane Austen's bio facts. Video projection of 2005 Pride and Prejudice film trailer.
PRACTICE:	Students watch a video projection with a scene from the film. Students answer open ended questions about the dialogues they've heard.
PRODUCTION:	Students go back to the film trailer and, while listening more carefully, they are given 3 to 5 minutes to jot down what they think the movie plot is. Students are encouraged to take notes and stick to what they most realistically believe the plot is about and who the characters are. Students take turns to share with the class, orally, a brief summary of what they believe the plot is about.
ASSESSMENT:	Elicitation and consolidation of language structures and vocabulary.

## LESSON PLAN – SPEAKING

Topic:	Arts in Great Britain
Unit title:	Jane Austen's Pride and Prejudice (British Literature)
Skill:	Speaking
Level:	Upper intermediate
Objectives:	
Linguistic component	Literary language structures Descriptive vocabulary <ul style="list-style-type: none"> <li>- People</li> <li>- Personality</li> <li>- Gestures</li> </ul>
Pragmatic Component	Discourse competence: Reading classical British literature with fluidity. Functional competence: Inferring meaning from context. Design competence: To acquire and align the perception of the events described in a literary passage with that of the reader's own understanding according to their personal mind schemes and former experience with literature.
Sociolinguistic component	<p>7. To reflect on use of vocabulary, use of grammar; is it conventional or not? Are there abbreviations, ellipses? Are words missed out? Reflect on mood, tone of interaction, use of humor. Is there distance?</p> <p>8. To prepare students for encountering differences in the target language and culture</p> <p>9. To compare politeness conventions from the Regency era in Great Britain with contemporary etiquette in our culture.</p>
MATERIALS AND RESOURCES:	Ppt. Presentation PC and projector Whiteboard and whiteboard makers Trailer of the 2005 Pride and Prejudice film Excerpt from the film
PRESENTATION:	Warm up: Short elicitation Presentation on socio-cultural context: Brief facts about the times of Jane Austen. Basic Jane Austen's bio facts. Video projection of 2005 Pride and Prejudice film trailer.
PRACTICE:	Students watch a video projection with a scene from the film. Students are given a set of open ended questions about the dialogues they've heard, and sit in pairs to discuss the answers to those questions. Each student must pay attention to what his or her classmate has discussed, for they are instructed that they will later share their peer's response.
PRODUCTION:	Students take turns to share with the class, orally, a brief summary of what their partner believes are the correct answers to the questions.
ASSESSMENT:	Elicitation and consolidation of language structures and vocabulary.

## LESSON PLAN – WRITING

Topic:	Arts in Great Britain
Unit title:	Jane Austen's Pride and Prejudice (British Literature)
Skill:	Writing
Level:	Upper intermediate
Objectives:	
Linguistic component	<p>Essay composition and essay structure.            Literary language structures            Descriptive vocabulary</p> <ul style="list-style-type: none"> <li>- People</li> <li>- Personality</li> <li>- Gestures</li> </ul>
Pragmatic Component	<p>Discourse competence: Outlining ideas around a topic, aiming at the essay structure.            Functional competence: Organizing cohesive and coherent ideas using a standardized academic structure.            Design competence: To internalize more accurate ways for better displaying written text while producing academic writing.</p>
Sociolinguistic component	<p>10. To reflect on use of vocabulary, use of grammar; is it conventional or not? Are there abbreviations, ellipses? Are words missed out? Reflect on mood, tone of interaction, use of humor. Is there distance?</p> <p>11. To prepare students for encountering differences in the target language and culture</p> <p>12. To compare politeness conventions from the Regency era in Great Britain with contemporary etiquette in our culture.</p>
MATERIALS AND RESOURCES:	<p>Ppt. Presentation            PC and projector            Whiteboard and whiteboard makers            Trailer of the 2005 Pride and Prejudice film            Excerpt from the film</p>
PRESENTATION:	<p>Warm up: Short presentation on the novel BG information.            Video projection of 2005 Pride and Prejudice film trailer.            Teacher confirms student acquisition of discussed BG information through elicitation</p>
PRACTICE:	<p>Students analyze a simple essay outline and infer and extract a base essay outline structure.</p>
PRODUCTION:	<p>Students are encouraged to try their own essay outline with a prescriptive topic given by the instructor.</p>
ASSESSMENT:	<p>Students' outlines are collected by the teacher for one on one revision.</p>

Jane Austen's

# PRIDE AND PREJUDICE



*British Literature during the Regency Era.*

*When women's paramount achievement was to marry a rich man,*

*love and pride collide for a torrid love story that you will*

*never forget.*

## THE REGENCY ERA



- Or British Regency
- 1811 - 1820
- The transition between Georgian and Victorian eras
- King George III was deemed unfit to rule and his son, the Prince of Wales, ruled as his proxy as Prince Regent – George IV

## JANE AUSTEN

- ❖ 16 December 1775 – 18 July 1817
- ❖ Regency novelist
- ❖ Her plots, though fundamentally comic, highlight the **dependence of women on marriage** to secure **social standing** and **economic security**
- ❖ Other famous novels: *Sense and Sensibility*, *Mansfield Park*, *Emma*.





## PRIDE & PREJUDICE

❖ Jane Austen's *Pride & Prejudice* is about the Bennet family and their five daughters. Mrs Bennet wants to see them married, if possible to husbands who are better off than the family themselves.



## PRIDE & PREJUDICE

❖ One of the daughters, **Elizabeth**, is not at all impressed by **Mr. Darcy** when he doesn't give her a lot of attention at a dance. She considers him **proud and arrogant**.



# PRIDE & PREJUDICE

❖ However, as this enchanting story of love, marriage and mutual understanding unfolds, Elizabeth finds out that a man can change his manners, and a lady can change her mind.



## Read the following excerpt from the novel **Pride & Prejudice**:

“Mr. Bingley soon made himself acquainted with all the important people in the room; he was lively and unreserved, danced every dance, was angry that the ball finished so early, and talked of giving one himself at Netherfield. Such friendly qualities speak for themselves.

What a contrast between him and his friend! Mr. Darcy danced only once with Mrs. Hurst and once with Miss Bingley, declined to be introduced to any other lady, and spent the rest of the evening walking about the room, speaking occasionally to one of his own group. His character was decided. He was the proudest, most disagreeable man in the world, and everybody hoped that he would never come here again. Amongst the most violent against him was Mrs. Bennet, whose dislike of his general behavior was sharpened because he had offended on of her daughters.

Elizabeth Bennet had been obliged, because there were very few gentlemen, to sit out two dances; and during part of that time, Mr. Darcy had been standing near enough for her to hear a conversation between him and Mr. Bingley, who came from the dance for a few minutes to press his friend to join it.

‘Come on, Darcy,’ he said, ‘you have to dance. I hate to see you standing about by yourself in this stupid manner. You really should dance.’

‘I certainly won’t. You know I hate it, unless I know my partner very well. At such an assembly as this it would be insupportable. Your sisters are with someone else, and there is no other woman in the room whom it would not be a punishment to dance with.’

'I wouldn't be as choosy as you are' said Mr. Bingley. 'Honestly, I've never met so many pleasant girls in my life as I have this evening; and there are several of them who are unusually pretty.'

'You are dancing with the only pretty girl in the room.' Said Mr. Darcy, looking at the eldest Miss Bennet.

'Oh! She's the most beautiful creature I've ever seen! But one of her sisters is sitting just behind you, she's very pretty, and probably very pleasant. Please let me ask my partner to introduce you.'

'Which one do you mean?' said Darcy, and turning round, he looked for a moment at Elizabeth, until their eyes met, and there he looked away and coldly said: 'She is tolerable, but not pretty enough to tempt me. I am in no mood right now to pay attention to young ladies who are ignored by other men. You'd better return to your partner and enjoy her smiles, for you are wasting your time with me.'

Mr. Bingley followed his advice. Mr. Darcy walked off and Elizabeth remained without any very kind feeling toward him. She told the story, however with great spirit among her friends; for she had a lively, playful disposition, which delighted in anything ridiculous."

**Read the story again and answer the questions:**

1. Why did everyone hope that Mr. Darcy would never come again?

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2. Why did Mrs. Bennet especially dislike him?

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3. What was Mr. Darcy's reaction when Mr. Bingley suggested to him that he should dance?

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4. Why did Elizabeth overhear the conversation between Mr. Bingley and Mr. Darcy?

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5. What reasons did Mr. Darcy give for not wanting to dance with Elizabeth?

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6. Why did Elizabeth tell her friends what Mr. Darcy had said about her?

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**Write a description of the following characters:**

**Mr. Bingley**

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**Mr. Darcy**

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**Miss Elizabeth Bennet**

# WRITING

## Paragraph outline:

- ❖ Introduction sentence
  - Supporting detail
  - Supporting detail
  - Supporting detail
- ❖ Concluding sentence

## Parts of the essay:

- ❖ INTRODUCTION
  - States the topic and approach of the essay.
- ❖ SUPPORTING PARAGRAPHS
  - Provides details and develops the topic of the essay.
  - Develops from the introduction supporting sentences.
- ❖ CONCLUSION
  - Summarizes and concludes the essay.

## Essay outline example:

### **INTRODUCTION**

- ❖ IS: My dog is the best in the world
  - SD: He plays with me
  - SD: He protects me
  - SD: He is always with me
- ❖ CS: I love him
- ❖ **BODY 1**
- ❖ IS He plays with me a lot
  - SD: We play in the beach
  - SD: We play in the park
  - SD: He fetches stuff
- ❖ We have lots of fun
- ❖ **BODY 2**
- ❖ IS: He protects me
  - SD: He barks to strangers
  - SD: He barks the kids I don't like
  - SD: He eats my beans
- ❖ CS: He loves me
- ❖ **BODY 3**
- ❖ He is always with me
  - He sleeps in my bed
  - He follows me to school
  - He follows me back home
- ❖ I will be with him forever
- ❖ **CONCLUSION**
- ❖ IS: I love him
  - SD: He is smart
  - SD: He loves me
  - SD: I love him back
- ❖ CS: My dog is the best dog in the world.

## REFERENCIAS BIBLIOGRÁFICAS

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[https://www.youtube.com/watch?v=LHv4eHp\\_gUM](https://www.youtube.com/watch?v=LHv4eHp_gUM)

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