**Classroom Activities:**

This document contains a large bank of tasks, intended to bring the enjoyment of Jane Austen’s works into your classroom. We suggest a pick-n-mix approach: choose the activities that will best suit your students and remove the rest! Some of the GCSE resources may suit more ambitious KS3 students and, in turn, some GCSE students may relish the challenge of tasks in the A Level section.

The Assessment Objectives (AOs) common across exam boards for English, English Language and English Literature are here as a guide, to ensure students explore the full spectrum of skills expected by examiners.

Some of the tasks have been written with more accessible vocabulary, sentence scaffolding and formatted in larger fonts and with expanded character spacing, for those students who require additional support. Make sure to scroll through the entire document to see all the activities.

**Some of these activities make use of a short video of Mr Darcy, from *Pride and Prejudice,* chapter 58**

**Watch it here:** <https://www.youtube.com/watch?v=mWIOxXKPQCs&t=2s>

**Mr Darcy’s Apology KS3 Support**

Are apologies important? yes sometimes no

I think apologies are/are not/are sometimes important, because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Drama**

In pairs, use your facial expressions and body language to show someone apologising and someone listening to an apology, but do not say any words out loud. If possible, look at the other pairs in the class, guessing who is apologising in each pair. How could you tell?

**Language**

Find out what these words mean

benevolent \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

amiable \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

When you watch the video and read the passage, look out for these words. Who does Darcy use “benevolent and amiable” to describe? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Language**

What might make someone feel bitter?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Could the situations below leave someone feeling bitter? Choose at least one to write a sentence about.

losing a game winning a prize falling in a puddle

I think that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ would/ would not make someone feel bitter, because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Drama**

On your own or in small groups, practise using facial expressions and body language to show the words below.

pride selfishness innocence bitterness calm

Or you could develop a tableau, a freeze frame, with each person representing a different word here.

**Language**

Imagine or find pictures of people looking like they have "dreadful bitterness" or are “perfectly calm and cool”.

Choose either bitter or calm and use the boxes below to think of some adjectives to describe parts of their face and body.

|  |  |
| --- | --- |
| Bitter or calm?  | Adjectives  |
| Forehead  |  |
| Eyebrows |  |
| Eyes |  |
| Ears |  |
| Nose |  |
| Lips |  |
| Teeth |  |
| Chin |  |
| Shoulders |  |
| Arms |  |

Other ideas:

**Mr Darcy’s Apology KS3 Challenge/ KS4**

Are apologies important? Can you explain in just three sentences?

**Drama**

In pairs, develop a short scene in which one of you is "perfectly calm and cool" but the other person has a "dreadful bitterness".

waiting for a bus at a sports match in a shop

**Drama**

In pairs, use your facial expressions and body language to show someone apologising and someone listening to an apology, but do not say any words out loud. If possible, look at the other pairs in the class, guessing who is apologising in each pair. How could you tell?

**Writing**

You are going to describe someone looking like they have "dreadful bitterness" or are “perfectly calm and cool”.

Use the boxes below to plan out some adjectives and other ideas before writing your descriptive paragraph.

|  |  |
| --- | --- |
| Forehead  |  |
| Eyebrows |  |
| Eyes |  |
| Ears |  |
| Nose |  |
| Lips |  |
| Teeth |  |
| Chin |  |
| Shoulders |  |
| Arms |  |

Other ideas:

**Language**

In the first paragraph, why do you think Austen has chosen to use "the person" instead of the character' names?

Find more examples of other words and phrases used to describe emotions and personality traits in Darcy’s apology.

If you have studied the rest of the novel, consider what may be the other “painful recollections” that Darcy cannot forget.

Why do you think Darcy also says that these “painful recollections…ought not, to be repelled.”

**Analysis**

Does Darcy blame others for his previous sense of pride? Use at least two quotations from the extract to justify your answer.

How does Darcy praise Lizzie in this extract?

**Mr Darcy’s Apology KS5**

**Analysis**

Compare and contrast Darcy’s language in this extract with how Austen presents him earlier in the novel. Be sure to examine the lexical and syntactic differences.

Compare and contrast Dary’s letter with another’s character’s words which cloaked in deceit and duplicity. You could use Lucy’s Steele’s letter to Edward Ferrars from “Sense and Sensibility” or another extract of your choice. Be sure to examine the lexical and syntactic differences.

**Analysis Essay Challenge**

How far do you agree that studying Austen's texts aligns with Darcy's philosophy:

**“Think only of the past as its remembrance gives you pleasure.”**

How far do you agree that Austen evokes pleasure in our understanding of the past?

Is the purpose of her texts resigned purely to entertainment and pleasure? How does Austen present history as more complex tissue of "remembrance"?