



2026 syllabus
first exams in 2026

Pride and Prejudice **by Jane Austen**

Cambridge IGCSE Activity Pack

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Teacher's Introduction

Since its initial publication in 1813, *Pride and Prejudice* has established itself as a staple canonical text, enjoyed by young people in classrooms throughout the world. This activity pack is for teachers of Cambridge IGCSE Literature in English who are keen to provide pupils with a varied and creative approach to this much celebrated novel.

Specification Information

This resource supports the teaching of *Pride and Prejudice* by Jane Austen as part of the IGCSE Literature in English syllabus (2026).

- *Pride and Prejudice* appears on the Cambridge IGCSE as part of Paper 1: Prose (Section B) which is 1 hour 30 minutes long.
- It is made up of Poetry and Prose with two questions on two texts: one poetry and one prose.
- It is worth 50 marks and is externally assessed.

Remember!

Always check the exam board website for new information, including changes to the specification and sample assessment material.

Students will be examined on their ability to meet the following assessment objectives:

Assessment Objective	Description	Weighting in Paper 1
AO1	Show detailed knowledge of the content of literary texts in the three main forms (drama, poetry and prose), supported by reference to the text.	25%
AO2	Understand the meanings of literary texts and their contexts, and explore texts beyond surface meanings to show deeper awareness of ideas and attitudes.	25%
AO3	Recognise and appreciate ways in which writers use language, structure and form to create and shape meanings and effects.	25%
AO4	Communicate a sensitive and informed personal response to literary texts.	25%

Note: *Pride and Prejudice* could also be used for Component 5 (Coursework) if not chosen as a set text for either of these papers.

Pre-reading Activities

These worksheets introduce students to relevant socio-historical information and key narrative concepts found in the text such as satire.

Section Analysis

The 'Section Analysis' worksheets explore the novel's plot in chronological order. Whilst exploring the events of the novel, these activity sheets also require pupils to engage with a wide range of pertinent issues, including the behaviour and motivation of characters, Austen's use of structure, language and tone and dominant themes such as family relationships, morality, love and marriage.

Whole-text Activities

A light-hearted quiz and tips on creative writing enhance the students' learning experience. Further worksheets provide activities to support understanding of the novel. These cover the key areas of:

- Themes
- Settings
- Ideas and messages
- The writer's use of language
- Form
- Structure
- Context

Teacher Answers / Guidance for Activity Sheets

Support is given here for teachers as they work through the activity sheets provided and encourage their students in the development of key analytical skills.

Text Edition

Please note: all page references stated are derived from the Penguin Classics edition of *Pride and Prejudice* (1994) with notes by Vivien Jones, revised edition published in 2014 (ISBN 978-0141439518). For Component 2, students must have the prescribed edition: Penguin Books; September 2004, ISBN 9780141439518.

December 2024

Guidance on Differentiation

Pride and Prejudice is an immensely enjoyable and relevant text for an IGCSE student. A teacher will need to plan with awareness in order to engage the students from the start. The activities are essential for all levels. Some pre-reading tasks are included in this pack. Possible lessons could include:

- Considering love and marriage in contemporary society, perhaps by looking at modern attitudes and expectations in reality television shows, films or game shows such as *Britain's Got Talent* contrasted with older films/tv.
- Charting the changing roles of women since Jane Austen's time.
- Looking at characters' traits and writing an ordered list of positive and negative traits they have.
- Thinking about gossip within societies – why are we so interested in everybody's business in magazines and evaluating the stories that they run.
- Thinking about the phrase 'universally acknowledged'. What is agreed upon?
- Looking closely at the concept of irony.
- Considering the impact of using different language techniques to tell a story.

Reading the Text

The text is fairly substantial, and therefore a teacher will need to schedule time for it. It may be better to use lesson time or setting reading tasks for homework. Many students do enjoy hearing a teacher read. It may aid their understanding of the novel if the teacher reads with enthusiasm. The activities should be selected carefully in order not to overload the student.

Suitability of Resources within this Pack

	Pre-reading	Written Tasks	Extension	Language Focus
Lower-ability	Yes	Yes	No	Sometimes
Higher-ability	Yes	Yes	Yes	Yes
Mixed	Yes	Yes	Sometimes	Yes

Lower-ability students

If this text is to be used with a lower-ability group, it may be beneficial for a teacher to use the glossary of words and their meanings. A 'key chapters approach' may also be appropriate, using the worksheets from the pack in order to consolidate understanding of these selected chapters. The versions of the novel may be helpful.

Higher-ability students

The worksheets in this pack provide plenty of extension material. A 4–5-grade student may find the tasks more challenging than a 9-grade student thus providing differentiation very quickly.

Mixed Ability

The structure of the worksheets in this pack is conducive to effective mixed ability learning.

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Assessment Objectives Cross-Reference

The following table matches each activity throughout the resource pack to the relevant Assessment Objectives.

Activity	Assessment Objectives	Activity
Jane Austen Biography	AO2	A Letter from Darcy
Researching the Regency Period	AO3	Time to Reflect
Comic Strip	AO2, AO3	Lydia Bennet
Language and Literary Devices used by Jane Austen	AO2	A Visit to Pemberley Park
Introducing Mr and Mrs Bennet	AO1, AO2, AO3, AO4	A Visit to Pemberley Park
Preparing for the Ball	AO2	Good and Bad Breeds
Enter Mr Darcy	AO1, AO2, AO4	The Elopement
Reflecting on the Ball	AO1, AO2, AO4	Searching for Lydia
Falling in Love	AO1, AO3, AO4	Economics of Marriage
Jane Visits Netherfield	AO1	Lydia's Wedding
Jane's Illness	AO1, AO2, AO3, AO4	Giving Credit to Darcy
Themes: The Position of Women in Society	AO1, AO2, AO4	Bingley's Return
Darcy's Pride	AO1, AO4	Bingley's Proposal
Mr Collins' Intentions	AO1, AO3, AO4	'A Scandalous Falsehood'
Mr Wickham	AO1, AO2, AO4	'So Disgraceful a Match'
Mr Collins Talks to Elizabeth	AO1, AO2, AO4	Elizabeth and Darcy
Theme: Moral Values	AO1, AO3, AO4	Elizabeth Explains
Considering Wickham	AO1, AO3, AO4	Taking Stock of the Situation
The Business of Marriage	AO1, AO3, AO4	Married Life
Happiness in Marriage	AO1, AO2, AO4	Quiz
The Possibility of Mistakes	AO1, AO2, AO4	Themes: Love and Marriage
Austen's Use of Form	AO1, AO2, AO4	Themes of Prejudice and
Lady Catherine and Mr de Bourgh	AO1, AO2, AO4	Mapping Elizabeth and
Darcy Returns	AO1, AO3, AO4	Setting
Mr Darcy Proposes	AO1, AO2, AO4	Ideas and Message
		The Writers' Use of Language

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Spoken Language Activities

Activity
How has life in Britain changed since Regency times?
Examining Satire
Dynamic between Darcy and Elizabeth
Comparing Moving Media Versions
Mr and Mrs Bennet at the Ball
Are Elizabeth and Darcy in love?

Creative Writing Activities

Activity
Busybody's Guide to Finding a Husband
Elizabeth Bennet Writes to Charlotte Lucas
Elizabeth and Jane Discuss Wickham's Claims
Mr Collin's Diary Entry
Lady Catherine Speaks to her Daughter
Write the 'Social Code' for <i>Pride and Prejudice</i>
Darcy Writes to Bingley
Lady Catherine's Letter
Darcy Writes to Lady Catherine

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Pre-reading Activities

Jane Austen Biography

Written Task

Copy and complete the table below using the school library and Internet facilities. Jane Austen. The provided facts are listed in the vertical column – throughout your date (year) in which each fact occurred and complete the final column of your table with information questions provided.

Facts about the life and Times of Jane Austen	Date of Occurrence	Additional Information	
		Questions	
<i>Pride and Prejudice</i> is published for the first time		What title did Austen originally give <i>Pride and Prejudice</i> ?	
Britain abolishes the slave trade		How long had the slave trade been going on up to this point?	
Jane Austen is born in Steventon in Hampshire		Did Jane Austen have any brothers or sisters? If so, when were they born?	
The Austen family move to Castle Square, Southampton		In which other places did Jane Austen live throughout her life?	
Jane Austen Dies		Where was she buried?	
The British fleet led by Admiral Lord Nelson win the Battle of Trafalgar		Where did this battle take place? Which countries were the British fighting against?	
In Bath, the Rev. George Austen, dies unexpectedly		What effect did this have on Jane Austen and her family?	
<i>Sense and Sensibility</i> is published		What pseudonym did Austen use for the publication of <i>Sense and Sensibility</i> ?	
Prince George was made Regent and the Regency period began		Why was the Prince made Regent?	
Jane's good friend, Anne Lefroy of Ashe is killed		Who was Anne Lefroy and how did she die?	
Jane Austen's parents the Rev. George Austen and Cassandra Leigh get married		Where did Jane Austen's parents get married?	
William Pitt becomes Prime Minister		How old was William Pitt when he became Prime Minister?	

Extension

When you have completed the above exercise, use your findings to write a biography of Jane Austen.

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Context – Researching the Regency

Pride and Prejudice was written and is set during the Georgian and Regency eras 1760 until his death in 1820. Therefore the era 1760–1820 is referred to as the 'Georgian period'. During the Georgian period, King George III was deemed unfit to govern England. His son, Prince George was made Regent in 1811 and the 'Regency period' began in 1820 when George III died and the Prince Regent became King George IV. So, officially the era from 1811–1820. In practice, the term 'Regency' is often used to describe the 1820s.

Written

Pride and Prejudice was first published in 1813. Copy and complete the boxes below and Internet facilities to research the Regency period. Make notes on:

Fashion	
Interaction between different social classes	Relationships
Moral values	Popular hobbies and

Spoken Language Task

How has life in Britain changed since Regency times?

When you have completed the above task, work in small groups to discuss how life has changed since the Regency period. What are your personal views on this topic? Provide examples of differences between modern culture and Austen's society and conclude by explaining which is better. Do you think society has changed for the better?

Extension

What other books, films and television programmes are you familiar with which are set in the Regency period?

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Comedy and Satire

For hundreds of years, writers have used comedy and satire within their work to entertain their readers. Contemporary television shows such as *Have I Got News* make frequent use of satire and famous satirical authors include Jonathan Swift, who (1729) advised that Irish poverty could be overcome by selling children as food to the rich. Swift is often celebrated as a social satirist, who used humour to criticise her own society.

Written Task

In satire, vices, follies (foibles in US), abuses, and shortcomings of certain groups or individuals are ridiculed, identified with the intent of shaming individuals, and society itself, into improvement.

Satire is a way of 'mocking' proud traits within certain groups. It can make people feel very angry.

Some examples of contemporary satire:

- Have I Got News for You
- Little Britain
- Ali G
- Harry Enfield
- The Simpsons
- South Park

- 1) Choose any of the examples given above, or a television programme or cartoon that demonstrates satire.
- 2) Write a short description of the 'text' – which topic it includes, who is satirising, and explain why it is funny or offensive (e.g. *South Park* episodes have in the past satirised the US government).

Spoken Task

Television, newspapers, magazines and Internet sites in UK society make use of satire to mock celebrities, reality television stars, politicians and groups in society. 'Free speech' is often used confidently. However, in some other countries such 'freedom' is banned and then censored by the government. Why might a government ban 'free' speech? Discuss.

Extension

Read the following extract from Swift's essay and then answer the following questions.

- 1) Why is the title itself an example of satire?
- 2) What would have been the effect of Swift's educated vocabulary and reasoning?
- 3) At what stage would they have become shocked?
- 4) What is Swift really saying about the way the 'rich' treat the poor?

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*For Preventing the Children of Poor People in Ireland from Being a Burden to the
Making them Beneficial to the Public*

I think it is agreed by all persons that a prodigious number of children in the arms, or on the backs, frequently of the mothers, in the present deplorable state of the kingdom a very great additional grievance, check, and hindrance to the improvement of the nation. I have therefore thought out a fair, cheap, and easy method of making these children sound, useful members of the commonwealth, and have his statue set up for a preserver of the nation.

As to my own part, having turned my thoughts for many years upon this important subject, and mature projectors, I have always found them grossly mistaken in the computation. It is true, a child just dropped milk for a solar year, with little other nourishment; at most not above the value of 2s., which the mother scrapes, by her lawful occupation of begging; and it is exactly at one year old that I propose to provide being a charge upon their parents or the parish, or wanting food and raiment for the rest of their lives, the feeding, and partly to the clothing, of many thousands.

The number of souls in this kingdom I have usually reckoned one million and a half, of these I calculate thousand couples whose wives are barren, from which number I subtract thirty thousand couples who although I am sure they cannot be so many, under the present distresses of the kingdom; but this be and seventy thousand feeders. I again subtract fifty thousand for those women who miscarry, or whose the year. There only remains one hundred and twenty thousand children of poor parents annually born number shall be reared and provided for, which, as I have already said, under the present situation of methods hitherto proposed. For we can neither employ them in handicraft or agriculture; we neither be cultivate land: they can very seldom pick up a livelihood by stealing, till they arrive at six years old, although I confess they learn the rudiments much earlier, during which time, they can however be properly I have been informed by a principal gentleman in the county of Cavan, who protested to me that he never the age of six, even in a part of the kingdom so renowned for the quickest proficiency in that art.

I shall now therefore humbly propose my own thoughts, which I hope will be liable to the least objections.

I do therefore offer it to public consideration that of the hundred and twenty thousand children be reserved for the Education whereof only one-fourth part to be males; which is more than we allow to sheep, that these children are seldom the fruits of marriage, a circumstance not much regarded by our savage, serve four females. That the remaining hundred thousand may, at a year old, be offered in the sale to the kingdom; always advising the mother to let them suck plentifully in the last month, so as to render child will make two dishes at an entertainment for friends; and when the family dines alone, the fore dish, and seasoned with a little pepper or salt will be very good boiled on the fourth day, especially in

Mind Mapping Activity

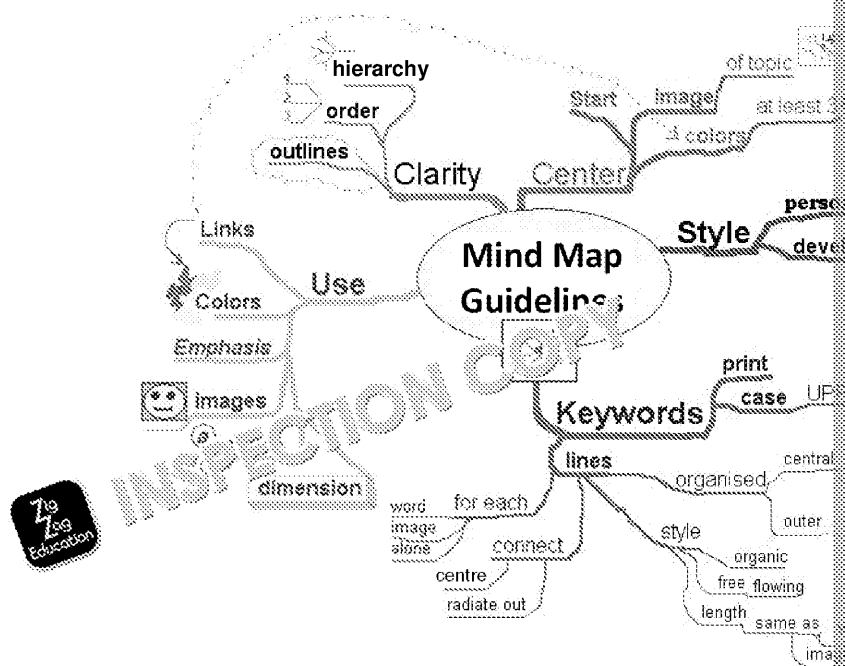
Several of the activities in this activity pack ask you to create a mind map. This is instead of making lists you make a diagram that branches out from the central idea including different single words, shapes, illustrations and colours showing connections and brainstorming ideas.

For advice on how to mind map successfully, watch this video on YouTube:

<http://www.youtube.com/watch?v=DFCE774E0EE2C666>

(If you have a printer, print the link simply Google 'mind map Tony Buzan' or look for a technique on YouTube.)

Mind maps allow you to quickly generate ideas. The example below shows how to develop your own style.



In the study of Literature, mind maps can be especially helpful if you include quotations and your ideas. Choose one of the following tasks to practise.

- 1) Create a mind map to show the meaning of the lyrics of one of your favourite songs. Use lines or words to show what you mean.
- 2) Brainstorm different types of jokes and draw up a mind map giving examples.
- 3) Choose a short poem and map out its content, language use and effect on the reader.

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Language and Literary Devices used by

In English is important that you think about what the author intended by present and by using different types of language and techniques.

Here is a list of some of the techniques you may come across as you read *Pride and Prejudice* to the correct definition.

1. Alliteration	a. A direct connection between seemingly unrelated things
2. Anecdote	b. A phrase that describes an idea completely 'It was the best of times, it was the worst of times'
3. Bathos	c. A sentence that ends with an anti-climax
4. Dialogue	d. A short account of an interesting or humorous incident
5. Emotive language	e. Combination of the various structural devices
6. Imagery	f. Conversation between characters in a story
7. Irony	g. Exaggerating something, often for entertainment
8. Juxtaposition	h. Forming mental images of a scene using words that appeal to the human senses
9. Metaphor	i. Overall attitude an author appears to have towards the work
10. Narrative	j. Phrasing which creates a strong emotional response
11. Overstatement	k. Repeating the same letter or sound at the beginning of closely connected words
12. Onomatopoeia	l. Story opening that 'hooks' readers' attention
13. Paradox	m. The third-person point of view is a form of narrative where the narrator relates all action in third person (e.g. 'he' or 'she'). Third-person point of view can be omniscient (all-knowing) or limited.
14. Poetic justice	n. This difference between expectation and reality is called situational irony, where a situation that is expected and what is actually there is unexpected. In <i>Pride and Prejudice</i> , the irony lies in the two levels of meaning (the character and the audience); and very often the character means one thing while meaning another
15. Third-person narrator	o. Using two themes, characters, phrases, or images to compare, contrast, or rhetoric
16. Tone	p. Virtue ultimately rewarded, or vice versa, as related to the character's own conduct
17. Writer's voice	q. Word that sounds the same as, or similar to, another word 'boom' or 'squish'

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Chapter-by-Chapter Activity

Chapter 1: Introducing Mr and Mrs



What to look for



Humour

Sarcasm – Mr Bennet to Mr Bingley:
'I have a high regard for your nerves. They are a great help to me.' (p. 6)

- Theme
- Character
- Dialogue
- Variation

Summary

Mr and Mrs Bennet discuss Mr Bingley. Elizabeth is discussed by her parents.

Written Task

Reread the opening paragraphs of this chapter before answering the questions below.

It is a truth universally acknowledged, that a single man in possession of a good fortune, must be in want of a wife.

However little known the feelings or views of such a man may be on his first entering a neighbourhood, this truth is so well fixed in the minds of the surrounding families, that he is considered as the property of all his acquaintance, or rather of their daughters.

- What does this opening paragraph tell us about attitudes towards marriage?
- How does the behaviour of Mr Bennet in Chapter 1 relate to this opening paragraph?
- What does the text tell us so far about the characters of Mrs Bennet and Mr Bennet regarding marriage?
- Lizzy is described by her father as having 'something more of quickness than most of her family'. What does this tell us about her personality?

Extension

The protagonist, Elizabeth Bennet is yet to appear in the novel but she is mentioned in this chapter. Discuss the contrasting attitudes Mr and Mrs Bennet display regarding marriage. What more about Mr and Mrs Bennet's character traits? Refer to quotations from this chapter to support your ideas.

Language Focus

Much of this chapter is written in dialogue. Analyse four sentences and one line of dialogue. What is their effect?



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Themes: Austen's Influence

Jane Austen's satirical style has influenced a large number of writers over time, including Henry James (1843–1916). Read the following extract from James' 1880 novel *Washington Square*. The doctor named Austin Sloper has a discussion with his sister Lavinia Penniman regarding Catherine Sloper.

An extract from Chapter 2 of *Washington Square* (1880) by Henry James (pp. 33–34)

Once, when the girl was five years old, he had said to her:

'Try to be a clever woman of her, Lavinia; I should like her to be a clever woman.'

Mrs. Penniman, at this, looked thoughtful a moment. 'My dear Austin,' she then inquired, 'is it better to be clever than to be good?'

'Good for what?' asked the Doctor. 'You are good for nothing unless you are clever.'

From this assertion Mrs. Penniman saw no reason to dissent; she possibly reflected that the world was owing to her aptitude for many things.

'Of course I wish Catherine to be good,' the Doctor said next day; 'but she won't be a fool. I am not afraid of her being wicked; she will never have the salt of making good as good bread, as the French say; but six years hence I don't want to have to cook butter.'

'Are you afraid she will turn insipid? My dear brother, I am I who supply the butter; Mrs. Penniman, who had taken in the child's accomplishments, overlooking her, Catherine displayed a certain talent, and going with her to the dancing-class, where she made but a mediocre figure.'

Mrs. Penniman was a tall, thin, fair, rather faded woman, with a perfectly amiable air of gentility, a taste for light literature, and a certain foolish indirectness and oblique romanticism; she was sentimental, she had a passion for little secrets and mysteries—a passion which had hitherto always been as unpractical as addled eggs. She was not absolutely without secrets, but they were of no great consequence, for she had never had anything to conceal.

She would have liked to have a lover, and to correspond with him under an assumed name. I am bound to say that her imagination never carried the intimacy farther than this. Mr. Sloper, her lover, but her brother, who was very shrewd, understood her turn of mind. 'When Catherine said to herself, "Lavinia will try and persuade her that some young man with a moustache will be quite untrue; no young man, with a moustache or without, will ever be in love with me," she was quite right.'

But Lavinia will take it up, and talk to her about it. Perhaps, even, if her taste for coquetry prevail with her, she will talk to me about it. Catherine won't see it, and won't believe it; peace of mind; poor Catherine, she is no more.

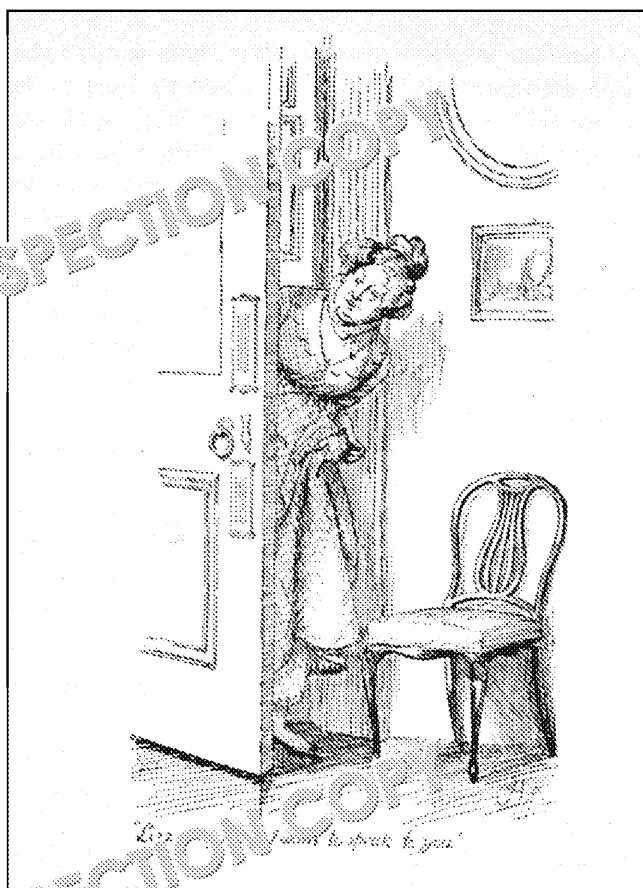
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Now, consider Chapter 1 of *Pride and Prejudice*, in which Mr and Mrs Bennet discuss Netherfield and debate their daughters' characteristics.

1. Compare both texts by focusing on the following questions – remember to use your own ideas.
 - (a) Focusing on content, subject matter and writing style, what similarities can you find between Austen and James?
 - (b) Do you think James was influenced by *Pride and Prejudice* when creating *Washington Square* and Lavinia Penniman? Why or why not?
 - (c) How does the tone, language and pace compare to that of *Pride and Prejudice*?
 - (d) In what way do these authors make use of irony and satire?
 - (e) How do these authors gain the reader's attention and express meaning?
2. *Washington Square* was written 77 years after *Pride and Prejudice* and is set in New York, not England.
 - (a) Are these historical and cultural differences obvious within the extract?
 - (b) Is James' interest in Austen's work symbolised through his choice of the title? How, if at all, is this reflected in his writing style?



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Active Learning Task

How do you think Austen has influenced you so far in your own life? Has she influenced any of her novels? Have you seen any of the adaptations of her novels? What do they tell you about the way she changed the way you look at life? Or perhaps she has not had much influence on you.

Chapter 2: Preparing for the P



Humour

- Coughing Kitty
- Mr Bennet's teasing
- Mary 'adjusting her ideas'
- Lydia's arrogance

Choose
add a
'emph
'tun

Summary

Mr Bennet has been to visit Bingley. He teases his family.

Written Task

Copy and complete the table below, describing how Austen uses language, including structures and tone to present each character. Give at least two examples for each.

Character	Description of language used by Austen	Quotations with
Mr Bennet	Formal tone	'if you decline the
	Mocking questions	'What say you, M
Mrs Bennet	Hysteria	'Nonsense, nonsen
Lydia	Narrative use of subjunctive	'said Lydia stoutly
Mary	Narrative use of short sentences	
Kitty		'replied Kitty fretf
Elizabeth	Dialogue opens with an address to her	

Extension

As readers, we are aware that Mr Bennet has visited Mr Bingley before he tells her. Austen chooses to reveal this information to her readers in advance of the Bennet family. What effect of providing this information beforehand?

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Chapter 3 – Enter Mr Darcy

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What to look for

Humour

Irony – ‘to be fond of dancing was a certain step towards falling in love’

Fickle opinion [Bingley] (p. 9); ‘her manners gave a disgust’ [Darcy] (p. 10)

- Use
- Use
- Less

Summary

Jane dances with Bingley, Elizabeth is slighted by Darcy and Mrs Bennet frets.

Written Task

During Chapter 3, we are introduced to the character of Mr Darcy – find quotations following statements about his character and comment on their effect. Copy and

Statement/Point	Quotation/Evidence	
Darcy is an admirable man		
Darcy is impolite and lacks social skills		
Darcy is conceited		
Darcy is a cruel person		

Extension

How is the title of the novel *Pride and Prejudice* of relevance to this chapter? Referring to what you have found, can you find examples of characters behaving in a prejudiced or proud way? Consider how much we really learn about Mr Darcy at this stage of the novel – what do you think of the characters, are we experiencing a prejudiced point of view? The original title of the novel was *Pride* – is this a better fit?

Language Focus

Evaluate how the use of dialogue in this chapter adds to the development of the characters. Is there less dialogue used in this chapter? How does Austen create

Creative Writing

Write a ‘busybody’s guide’ to finding a husband, aimed at Elizabeth and her sisters, similar to Mrs Bennet and the other mothers.

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Chapter 4 – Reflecting on the



What to look for

Humour

Gentle sisterly teasing (Elizabeth to Jane): ‘You have liked many a stupider person’: ‘I have never heard you speak ill of a human being in my life’ (p. 1)

- Long
- Very
- ‘pro
- ‘aut

Summary

Elizabeth and Darcy discuss Bingley. Bingley’s relationships are explained.

Written Task

In Chapter 4 we learn that Darcy and Bingley are good friends despite having a ‘gap’ (p. 15). Using a table like the one below, find quotations that represent contrasting characters and Elizabeth and Darcy and Bingley, as listed below. Comment on how your choice reflects your understanding of these characters – an example has been provided to help you get started.

Jane’s character	Example	Elizabeth’s character	Example
Jane is modest and unassuming	‘I was very much flattered by his asking me to dance a second time.’ (p. 13)	Elizabeth is presumptuous	‘Compliments take you by surprise and me never.’
Jane finds it difficult to be negative		Elizabeth recognises negative traits	

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Bingley's character	Example	Darcy's character	Example
Bingley is well liked		Darcy often upsets people	
Bingley enjoyed the Meryton Ball		Darcy disliked the Meryton Ball	

Extension

Using the quotations from the activity above, write a short discussion about your views on the relationship between these characters. Why do you think Austen chooses to feature characters with contrasting traits in her novel and what is the effect of this?

Language Focus

Make a list of at least 10 words or phrases from Chapter 4 that make Darcy seem 'proud' and 10 phrases that make Bingley seem 'agreeable'.

Darcy:

Bingley:

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Chapters 5 and 6 – Falling in Love

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What to look for

Humour

Mary's vanity when talking about pride: 'Mary, who piqued [prided] herself upon the solidity of her reflections, "By all that I have ever read, I am convinced that it is very common indeed; that humankind is prone to it, and that there are very few of us who do not cherish a feeling of self-complacency or the other, real or imaginary. Vanity and pride are different things, though they are often taken for the same synonymously. A person may be proud without being vain. Pride relates more to our opinion of ourselves than vanity does to what we would have others think of us." (p. 18)

- Use
- Use
- long

Summary

The Lucas family is introduced. Darcy shows more interest in Elizabeth.

Written Task

Reread the following paragraph from Chapter 5, where Mary Bennet provides a definition of pride and vanity. Consider the difference between being proud and being vain:

'Pride' observed Mary, who piqued herself upon the solidity of her reflections, 'is a very common fault. By all that I have ever read, I am convinced that it is very common indeed; that humankind is prone to it, and that there are very few of us who do not cherish a feeling of self-complacency or the other, real or imaginary. Vanity and pride are different things, though they are often taken for the same synonymously. A person may be proud without being vain. Pride relates more to our opinion of ourselves than vanity does to what we would have others think of us.' (p. 18)

Underline the key points Mary is making here. Then comment on each of the following:

- What is Mary trying to say about pride?
- Why do you think Austen chose to include Mary's comments?
- Although Mary's comments have relevance to the plot, why is Mary's sudden outburst relevant? Remember her 'adjusting her ideas' in Chapter 2.

Extension

What does Charlotte Lucas' attitude towards love tell us about marriage in Austen's time? How does it have any relevance to the role of marriage in twenty-first century society? Consider the role of marriage within your answer:

Happiness in marriage is entirely a matter of chance (p. 20)

If a woman conceals her affection with the same skill from the object of it, she may lose him for ever. It is fixing him (p. 19)

...there are very few of us who have heart enough to be really in love without encouraging it. Out of ten a woman had better show more affection than she feels (p. 19)

When she is secure of it, there will be leisure for falling in love as much as she chooses (p. 19)

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Chapter 7 – Jane Visits Netherfield

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What to look for

Humour

Witty wordplay: Mr Bennet: 'If my children are silly, I must hope to always be sensible of it'; Mrs Bennet's response!

- Mar
- Des

Summary

Kitty/Lydia visits Mr Phillips and meet the officers. Jane is ill at Netherfield; Lizzy

Written Task

How do different characters show contrasting attitudes towards Jane's illness in quotations to the appropriate character. Comment on how their views help you understand their personalities, priorities and motivation.

- *If your daughter should have a dangerous fit of illness—if she should die, it would be a great loss to the family, and I should be very sorry to see her go. (p. 27)*
- *I shall be very fit to see Jane—which is all I want. (p. 27)*
- *We will go as far as Meryton with you... perhaps we may see something of Captain Carter. (p. 27)*
- *Oh! I am not afraid of her dying. People do not die of trifling illnesses. I would go and see her if I were not so busy. (p. 27)*
- *I admire the activity of your benevolence... every impulse of feeling should be guided by reason, and every exertion should always be in proportion to what is required. (p. 27)*

Extension

Using a table like the following, explain which words best describe Lydia and Kitty using quotations from Chapter 7 to back up your findings.

Character trait	Does this describe Lydia and/or Kitty?	
Intelligent		
Chatty and gossip loving		
Materialistic		
Immature		

What are your personal views on the characters of Lydia and Kitty – are they like their mother, what attitude do they show towards marriage?

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Chapters 8 and 9 – Jane's Illness

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What to look for

Humour

Mr Hurst's empty fashion: 'when he found her to prefer a plain dish to a ragout, had nothing to say to her'
Mrs Bennet shocks! 'Everybody was surprised' (p. 36)

Summary

Elizabeth is in Netherfield. The Bennets visit. Lydia and Mrs Bennet are embarrassed.

Written Task

In Chapter 8, Elizabeth and the Netherfield household debate the view that women should have (p. 33). Write a short answer to the following questions:

- List three ways a woman was seen to be 'accomplished' in Regency England.
- Why does Austen put such an emphasis on women developing skills in this novel?
- What does this tell you about the Regency period?
- How does this relate to the character Mary Bennet who in Chapter 6 is described as 'a very fine, clever, and sensible girl; one who would have done credit to a family' (p. 21)?

Extension

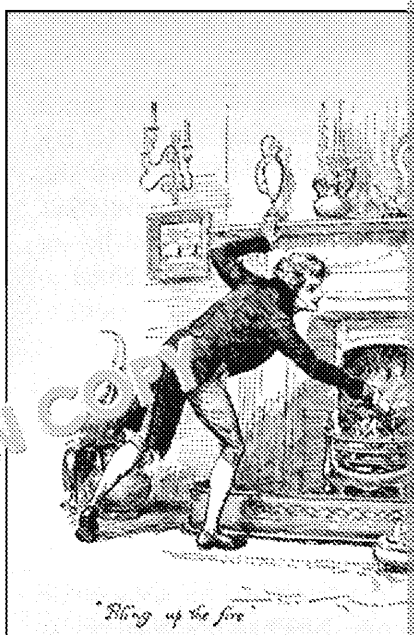
In Chapter 9 Elizabeth, Bingley and Jane discuss the concept of 'character' and what it means to 'understand' or 'study' a person (p. 35). Although these individuals are fictional, they are based on the concept of 'character' as it relates to their personalities, mannerisms and social behaviour. What is the theme of 'character' for the reader within this chapter? Perform a close reading of the quotations which demonstrate one person's 'study' of another (p. 35).

When you have completed the above activity, consider how realistic this depiction of people studying each other's 'characters' truly is – in reality, do people attempt to understand other individuals by focusing on their character traits?

Language Focus

A02

Chapters 8 and 9 are full of implied meanings, where what a character says is not necessarily what they *mean*. Find five examples and write out the quotation.



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Active Learning Task

Imagine that you are in the world of the novel. In groups, divide up the characters and need someone to play: Elizabeth, Bingley, Caroline, Louisa, Darcy, Mr Hurst (one character if you do not have enough people).

Act out Chapter 8, beginning with Elizabeth being summoned to dinner and then Elizabeth leaves the room, the people playing the Bingley sisters can really be very afraid to act up the emotions! There is a lot of dialogue in the rest of the chapter, so the scene and try to capture something of Darcy's growing admiration of Elizabeth and growing jealousy.

Active Learning Task

Write a diary entry for Caroline Bingley's day. Try to write in the style of the character.

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Themes: The Position of Women in Society

Pride and Prejudice teaches us about the status of women in Georgian society and contrasts with that of modern British women. Read the following extract from the novel by Jane Austen – a female author who was also writing during the Georgian era. The novel's heroine, Elizabeth Bennet, is introduced to her aunt Mrs Stanhope – a high society woman who helps her niece find a husband.

An extract from Chapter 2 of *Belinda* (1801) by Maria Edgeworth (pp. 4–5):

Crescent, Bath.

After searching everywhere, I could think of, Anne found your bracelet in your dressing-table, which you had given me to be thrown away: I have sent it to you by a young gentleman, the very day you left me—Mr. Clarence Hervey—an acquaintance, and great admirer of an uncommonly pleasant young man, is highly connected, and has a fine independent fortune and gallantry, quite a connoisseur in female grace and beauty—just the man to bring a husband to Belinda, I make it a point—look well when he is introduced to you, and remember, what nobody can look well without taking some pains to please.

I see—or at least when I went out more than my health will at present permit—I used to seemingly all cut out upon the same pattern, who frequented public places day after day, with no idea farther than that of diverting themselves, or of obtaining transient admiration. How giddy creatures, whilst I have observed them playing off their unmeaning airs, vying with each other in the most ridiculous manner, so as to expose themselves before the very men they were tittering, and flirting; full of the present moment, never reflecting upon the future; quite insensible of the value of time, without ever thinking of a partner for life! I have often asked myself, what is to become of them when the public eye grows tired of them? If they have great fortunes, it is all very well; but if not, they are soon sought after and followed by a succession of men of suitable views and pretensions: but what is to become of my mind can be more miserable than that of my body. I have spent not only the interest, but the capital of her small fortune in dress, and her matrimonial expectations are all gone, and she does merely from not beginning to speculate in time) and-thirty years old, with no friends, destitute of the means of rendering herself independent of learning (and cards), de trop in society, yet obliged to hang upon all her acquaintances, she is unqualified to make the expected return for civilities, having no home, I mean no establishment, the reception of company of a certain rank. My dearest Belinda, may this never be your case, my advantage, my love: no pains have been spared in your education, and (which is the essence of this should be known—so that you have the name of being perfectly accomplished. You will be fashionable, if you go much into public, as doubtless you will with Lady Delacour. —You are aware, my dear, that from her ladyship's situation and knowledge of the world, it will always be a pleasure to her to lead and you to follow: it would be very unfit for a young girl like you to compete with Lady Delacour, whose high pretensions to wit and beauty are indisputable. This subject, my dear. Even with your limited experience, you must have observed how foolish are the most necessary to their interests, by an imprudent indulgence of their vanity.

Lady Delacour has an incomparable taste in dress: consult her, my dear, and do not, by any means—apropos, I have no objection to your being in the great world. You will, of course, be attended by your ladyship's tradespeople, if you manage properly to know and when to lay out money. In some situations, people judge of what one can afford by what one actually spends. —I know a young lady to tell what her fortune may be. You have no occasion for caution.

I have covered my own carpet with a handsome green baize, and every stranger who comes is granted the privilege of a rich carpet under it. Say every thing that is proper, in your best manner.

Adieu, my dear Belinda,

Yours, very sincerely,

SELINA STANHOPE.

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Activities

Now, consider Chapter 8 of *Pride and Prejudice* in which Darcy, Elizabeth, Bingley and Jane discuss the role of 'young ladies' and how they should be 'accomplished' in a wide range of skills and hobbies. Compare the emphasis on the role and expectations of women in society, compare the differences between both texts, emphasising the differences and similarities between how women are depicted in Austen's characters. Remember to use quotations from both Austen and Edgeworth.

Discuss how this extract from *Belinda* relates to Austen's depiction of the position of women, focusing on the theme of marriage and how this links to female social status. Use quotations from both Austen and Edgeworth's text to support your answer.

Active Learning Task

The theme of women in society runs throughout *Pride and Prejudice*. Mrs Bennet arranges marriages for her daughters because, without spouses, they would be financially ruined at the death of their father. Marriage is the vehicle through which women gained social status. Women were also expected to behave in certain ways: to be modest, humble, not to talk too much. If a woman conforms to these views in the end, there are many instances in the novel where she is rewarded. For example, in the character of Elizabeth.

Imagine you are Elizabeth. Even going for a walk alone would raise eyebrows but you must do it. You require you to keep some type of diary, in character as Elizabeth, from the beginning of the novel to her marriage at the end. Focus on the position of women in society; how they are expected to behave for love, unlike her friend Charlotte Lucas. Include a mix of media for the diary entries: some blog posts, and some vlogs (video blogs).



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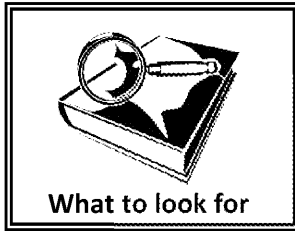


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Chapters 10 and 11 – Darcy's P

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Humour

Miss Bingley's over the top flattery: 'You write uncommonly fast'; 'so even' (p. 39) 'engaged in watching Mr. Darcy's progress through his book', 'she could not win him' (p. 45)

Summary

Darcy gives Elizabeth attention. They discuss pride.



Written Task

Consider how Austen portrays the theme of pride within these chapters. Copy and paste the quotations provided below to explain what Darcy and Elizabeth are saying and what it reveals about a positive or negative attribute.

Quotation	Explanation	
<i>Where there is a real superiority of mind, pride will always be under good regulation' (Darcy, p. 47)</i>		
<i>I cannot forget the follies and vices of others as soon as I ought, nor their offences against myself (Darcy, p. 47)</i>		
<i>My temper is not what it ought to be called resentful. — My opinion once lost, is lost forever (Darcy, p. 47)</i>		
<i>That is a failing indeed!' — cried Elizabeth. 'Implacable resentment is a shade in a character (Elizabeth, p. 47)</i>		
<i>There is, I believe, in every disposition a tendency to some particular evil — a natural defect, which not even the best education can overcome (Darcy, p. 47)</i>		

Creative Writing

Imagine you are Elizabeth Bennet — what kind of letter writing style might Elizabeth have used? Consider this: Elizabeth writes a letter in the style of Elizabeth to her friend Charlotte Lucas. What might she write about? Be sure to consider what she might want to write about. How might Elizabeth present her current situation? Remember you can use conversations between Elizabeth and other characters in order to illustrate her feelings.



Media Activity

Make a Facebook profile for Darcy based on what you currently know about him.

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Chapters 12, 13 and 14 – Mr Collins



What to look for

Humour

Mr Collins's social awkwardness: Elizabeth: 'He must be an oddity, I think' (p. 52); 'he continued to apologise for about a quarter of an hour' (p. 54); 'absurd' (p. 55)

•
•

Summary

Jane returns to the Bennets. Elizabeth is concerned about his attraction to Elizabeth. The Bennets are concerned that he is a fool and a 'want of a wife'.

Written Task

Focusing on the character of Mr Collins, comment on the following points:

- In Georgian society, property can only be left to a male heir. Mr Bennet has no sons. Mr Collins is therefore next in line. How does Mrs Bennet feel about this?
- Mr Collins has been awarded a 'patronage' to a large aristocratic estate. This is for Lady Catherine de Bourgh and her parish. How does he describe her?
- Mr Collins is described as possessing 'formal' manners and behaving with 'great civility'. How does he present this behaviour and what does it suggest about his character?
- Do you think Mr Collins was honest in his letter? Judging from his behaviour, what are his motives for coming to stay with the Bennets?
- How do the characters of Mr Bennet and Mr Collins contrast with each other in the narrative?
- What do Elizabeth and Mr Bennet think of Mr Collins?

Extension

With the appearance of Mr Collins, Austen emphasises some important points regarding the position of women in society. What does it say about Georgian society that, despite having five daughters of his own, Mr Bennet's estate will, upon his death, become the property of a distant cousin whom he has never met? Does this kind of ideology still apply in contemporary society or do women and men hold an equal amount of power?

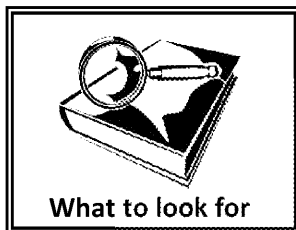
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Chapter 15 – Mr Collins’ Intent

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Humour

Mr Collins’ attitude towards love: ‘Mr Collins had only to change from Jane to Elizabeth — and it was soon done, while Mrs Bennet was stirring the fire.’ (p. 57)

- Use
- Rep
- Batl
- an a

Summary

Mr Collins’ purpose is described. Mr Wickham arrives. Mr Darcy reacts with his

Written Task

Reread the following extract regarding Mr Collins’ decision to marry one of the Bennet

Having now a good house and very sufficient income, he intended to marry; and in so doing the Longbourn family he had a wife in view, as he meant to chuse one of the daughters handsome and amiable as they were represented by common report. This was his plan for inheriting their father’s estate; and he thought it an excellent one, full of eligibility, and on his own part excessively generous and disinterested on his own part. (p.57)

In a table like the one below comment on how this extract portrays Mr Collins – is he ‘excessively generous’ or representative of ‘folly and conceit’ (pp. 57–58)?

‘Excessively generous’	Representative of ‘folly and conceit’
	

Written Task 2

The narrative viewpoint of Jane Austen towards her character Mr Collins is explained. The members of the Bennet household begin to form an opinion of Mr Collins. Complete the table below, commenting on how they feel and finding quotations.

Viewpoint	Opinion	
Jane Austen as narrator		
Mrs Bennet		
Mr Bennet		
Mrs Phillips		

Extension

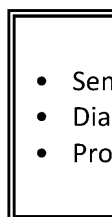
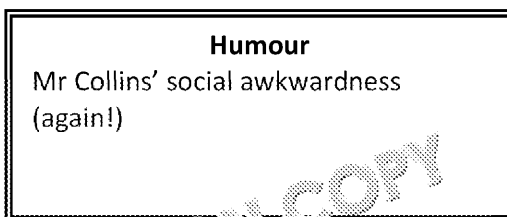
Do you think Austen’s depictions of Lydia and Kitty during this chapter are relevant to teenage girls in modern Britain? Can you identify with their personality traits or find relevance for a modern audience?

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Chapter 16 – Mr Wickham

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Summary

Wickham tells Elizabeth that Darcy cheated him out of an inheritance.

Written Task

Throughout this chapter, Elizabeth's prejudices concerning Darcy are reinforced and by the end of their conversation, Elizabeth believes him to have provided 'a rational' character (p. 68).

Focusing on Wickham's statements, create a list of at least six quotations from the chapter that show Darcy's negative character traits.

Negative character trait	Quotation
1	
2	
3	
4	
5	
6	

Extension

1. Use these quotations to create a mind map, focusing on Darcy's personality.
2. With reference to the quotations you have found, work in pairs to discuss what Elizabeth's view that Wickham is providing a 'rational' depiction of Darcy. Refer to the text to support your ideas – it may be useful to refer back to events from the previous chapters.

Language Focus

This chapter is mainly composed using dialogue, as opposed to descriptive writing. Do you think Austen chose to present the chapter in this style and does it benefit the reader?

Creative Writing

Imagine that Elizabeth and Jane are having a private conversation, in which they discuss Wickham's claims. Using your knowledge of their personalities, write a section of dialogue, in which they talk to each other and what they might say. It may be useful to begin by considering the subject and ways in which Jane would be likely to react to this new information. Would she believe Wickham's claims or would she question his portrayal of Darcy?

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Chapter 17 – Mr Collins Talks to Elizabeth

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What to look for

Humour

Mary's overly formal tone: 'it is no sacrifice to join occasionally in evening engagements' (p. 70)
Mr Collins' pompous behaviour

- Elaborate vocabulary (p. 70)
- Alliteration (p. 70)

Summary

Jane and Elizabeth discuss Darcy. The Bennets are invited to a ball. Mr Collins 'flies into a rage'.

Written Task

Consider the following quotations from this chapter:

...it was not in her nature to question the veracity of a young man of such amiable countenance as Mr Wickham. (p. 69)

Besides, there was truth in his looks (p. 69)

- What do you think Austen might be trying to say about physical appearance?
- Do you believe Mr Wickham's handsome appearance makes his story seem more believable?

Extension

Create a mind map exploring what you have learned about Mr Wickham so far. To do this, use the notes on the previous page as a starting point. Illustrate your mind map with drawings and discuss your own ideas regarding Mr Wickham's personality – refer to the novel to support your ideas.

Language Analysis

The language that Jane Austen uses to present Mr Collins gives him a distinctive voice. Analyse the language that she uses to do this in Chapters 12–17 using a table like the one below.

Technique	
Elaborate vocabulary	
Overly complex sentence structures	
Awkward way of addressing others	
Interrupting others	

Creative Writing

Study the description of Elizabeth and Mr Collins talking about the ball (p. 71). From this, write a diary entry in the voice of Mr Collins, giving your interpretation of his conversation with Elizabeth and the Bennets about the ball. Remember to write in a style you think is suitable for Mr Collins and include quotations from the novel to support your ideas.

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Themes: Moral Values

In *Pride and Prejudice*, Austen provides some insight into the importance of moral values. As a clergyman, Mr Collins is a character who represents different kinds of moral values from a general social perspective.

- By examining Mr Collins, what can we learn about moral values in Austen's society?
- What moral issues does he comment on during the novel?
- Is Mr Collins a real authority on the subject of moral values or is he a contradictory character?

As a guide, it may be useful to consider his role in one or more of the following chapters. Remember to include quotations from the novel in order to back up your findings.

Throughout the novel, different perspectives on moral values are presented by Austen. Use the quotations below and explain what kind of moral values Austen is portraying and why.

All! — What, all five out at once? Very odd! — And you only the second. — The younger ones are married! — Your younger sisters must be very young? (Lady Catherine, p. 130)

The death of your daughter would have been a blessing in comparison to this. (Mr Collins, p. 131)

I must confess that he did not speak so well of Wickham as he formerly did. He believed him to be very extravagant. And since this sad affair is taken place, it is said that he left Meryton going to the army. It may be false. (Jane, p. 222)

He was seriously concerned that it would do him little advantage to anyone should be for his brother-in-law. He was determined, if possible, to find out the extent of his obligations to him as he could. (p. 236)

When you have completed this task, spend a few minutes discussing your findings. Ultimately, do you think people's regard for moral values has altered over time? How are society and values connected to moral values?

Active Learning Task

AO1

In pairs, discuss who you think is the most moral character in the novel.



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Chapter 18 – Considering Wit

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What to look for

Humour

Mr Collins dancing (p. 73)
Mr Collins introducing himself to Darcy
(pp. 78–79)
Mrs Bennet embarrassing herself (p. 80)

- Ita
- Ad
- Me

Summary

Elizabeth d... with Darcy. Miss Bingley tells her Wickham is lying.

Written Task

When the dancing recommenced, however, and Darcy approached to claim her hand cautioning her in a whisper, not to be a simpleton, and allow her fancy for Wickham unpleasant in the eyes of a man of ten times his consequence. (Charlotte Lucas, p. 77)

Of having another daughter married to Mr Collins, she thought with equal certainty though not equal, pleasure. Elizabeth was the least dear to her of all her children; as match were quite good enough for her, the worth of each was eclipsed by Mr Bingley (Mrs Bennet, p. 84)

- What do these quotations tell us about love and marriage in Georgian times?
- Do Charlotte and Mrs Bennet have Elizabeth's best interests at heart or are they...

Extension

Despite Elizabeth's feelings towards Darcy, he retains a fondness for her which she acknowledges. Find two examples from within the text which support anything about Darcy's character from these examples?

Language Focus

AO2

Analyse the language used in the last paragraph of the chapter – how does Austen present Mrs Bennet as cold-hearted in this extract?

Active Learning Task

AO1

Learn a Regency era dance. Dancing is a very important metaphor in the novel. Balls are the only respectable place that young people can look for spouses, and dances can be seen as the way that people would decide who they wished to marry. There is a wonderful passage of dialogue in this chapter which shows the spark between Elizabeth and Darcy. In groups, nominate two people to play Elizabeth and Darcy, and the rest pick up the other characters. Then Elizabeth and Darcy's characters can re-enact the scene and everyone else can dance too! This website has lots of information about Regency era dances:

<http://regencydances.org/about.php>



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Chapters 19 and 20 – The Business of

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What to look for

Humour

The proposal: 'I singled you out as the companion of my future life' (p. 84)
'...it was absolutely necessary to accept him now' (p. 86)

- Dia
- Por
- elab

Summary

Mr Collins proposes to Lizzy. She rejects him but he thinks she is being modest. Mr Collins insists Lizzy accept him. He refuses.

Written Task

Focusing on their conversation in Chapter 19, list five reasons why Mr Collins was 'companion' of his 'future life' (p. 85). Include a short quotation.

When you have completed your list, study the collection of themes below. Consider how important to Mr Collins when he decides to propose. Place a number next to each theme (1 = most important, 8 = least important) to Mr Collins in 'selecting a wife'. Then, select the same themes again, in order of how important *you* believe them to be when applied to Mr Collins. There is a contrast between your attitude towards relationships and that of Mr Collins. How much of a contrast is there? What are some of his concerns?

Theme	Mr Collins' order of priority	Your order of priority
Romance		
Pride and confidence		
Wealth		
Convenience		
Attraction		
Love		
Affection		
Social status		

Extension

How do the attitudes of Chapters 19 and 20 compare with attitudes towards relationships today? Are there any similarities between Mrs Bennet's behaviour and modern attitudes regarding marriage? It is useful to refer to examples from modern culture in your answer – can you think of any contemporary books, TV programmes or films which might support your view? For example, films such as *Bridget Jones's Diary* (2001), *Bride Wars* (2009) and *Leap Year* (2010), which focus on the importance of marriage as an important aspect of life, particularly for women. Remember to refer closely to Chapters 19 and 20.

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Chapters 21 and 22 – Happiness in



What to look for

Humour

Mr Collin's 'long speeches' (p. 98)
Charlotte Lucas and Mr Collins get engaged

- Dra
- hov
- pro

Summary

Caroline Bingley and Charlotte Lucas both attempt to manipulate other characters for their own happiness.



Written Task

Underline which elements in the following extracts you feel are most significant for happiness in marriage, then fill in the table below.

My brother admires her greatly already; he will have frequent opportunity now of seeing her; her relations all wish the connection as much as his own; and a sister's partiality, when I call Charles most capable of engaging any woman's heart. With all this attachment, and nothing to prevent it, am I wrong, my dearest Jane, in indulging the hope to secure the happiness of so many? (p. 95)

'I see what you are feeling,' replied Charlotte, 'you must be surprised, very much surprised, to find that Mr Collins was wishing to marry you. But when you have heard me out, I shall be able to think it all over, I shall be able to see with what I have done. I am not romantic, you know. I never was. I ask only a comfortable home. Mr Collins' character, connections, and position in life, I am convinced that my choice is as fair as most people can be in entering the marriage state.' (p. 101)

Statement
Charlotte loves Mr Collins
Caroline Bingley has her brother's best interests at heart
Charlotte doesn't care about wealth and status.
Caroline is attempting to manipulate Jane
Mr Collins has behaved towards Charlotte with 'love and eloquence' (p. 98)
There is 'nothing to prevent' Mr Bingley from marrying Georgiana Darcy (p. 95)
Charlotte displays a business-like approach to marriage.



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Extension

With reference to Chapters 21 and 22, discuss the following themes:

- Austen's use of persuasive language within Caroline Bingley's letter
- Austen's use of satire and humour when Mr Collins proposes to Charlotte
- The differences in tone between Caroline Bingley's letter and Charlotte's comments on it, and what effect this has for both the reader and other characters

Ensure that you use quotations from the text in order to give weight to your discussion.

Active Learning Task

Imagine that you are Charlotte Lucas. Film yourself discussing your reasons and thoughts about Mr Collins' proposal. Next, imagine that you are Elizabeth and film your reaction to Mr Collins' proposal and your thoughts about it. You can either speak in the style of Regency England or you can speak in modern spoken English. Try using different voices for the characters, different gestures, or playing a different part.

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Chapters 23 and 24 – ‘The Possibility of Marriage’

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What to look for

Humour

Mrs Bennet's reaction to Mr Collins' marrying a Lucas instead of one of her daughters (p. 102)

- Emotion
- Personality
- Dialogue

Summary

Bingley moves away. Mrs Bennet is hysterical. Mr Wickham is seen often.

Written Task

How does Austen depict her characters in Chapters 23 and 24? By taking note of what they think about each other, readers can gain a more detailed understanding of the novel. The table below, finding quotations to support each statement and commenting on them.

Characters' behaviour in Chapters 23 and 24	Quotations	What is the effect? How do they end their relationships?
Mrs Bennet is resentful of Charlotte	<i>The sight of Miss Lucas was odious to her. As her successor in that house, she regarded her with jealous abhorrence.</i> (p. 104)	
Elizabeth finds it hard to like people and is suspicious of others		
Mr Bennet doesn't talk about the subject of marriage and marriage		
Jane is too trusting of others		
Sir William Lucas is a courteous man		

Extension

In Chapter 24, Elizabeth tells Jane that she believes in an 'inconsistency of all human nature'. Relating the events of Chapters 23 and 24 to those in previous chapters, explain how the characters have behaved in an 'inconsistent' manner: Miss Caroline Bingley, Mrs Bennet and Mr Bennet.

Language Focus

Look closely at the dialogue between Elizabeth and Jane. What techniques does Austen use to create individual characters? What can be recognised?

Active Learning Task

Imagine you are Jane. Write a diary entry detailing how you feel about Bingley moving away. You must include: her feelings about him leaving, her opinion of his sisters, her opinion of Mr Collins, Mr Wickham, Caroline and her general thoughts. Try to write in the style of Jane's character.

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Chapters 25 and 26 – Considering Austen

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What to look for

Humour

Mrs Gardiner joins in with gossip, she grew up near Pemberley and remembers Darcy as a 'proud natured boy' (p. 113)

- Anecdotes
- Epistolary
- Understatement

Summary

Mr and Mrs Gardiner arrive. Jane visits London. Wickham ignores Elizabeth.

Written Task

When describing Mr Collins and Charlotte Lucas' wedding day, the narrator merely

The wedding took place: the bride and bridegroom set off for Kent from the church. There was much to say, or to hear, on the subject as usual. (p. 115)

- Why do you think Austen chooses to only briefly discuss this event?
- What is Austen implying by stating there was 'much to say' and 'to hear' about the wedding but not including it.
- How does Austen's decision to only briefly mention the wedding compare to her writing about her new home?
- How is this contrast symbolic of Charlotte's motives for getting married?

Extension

In *Pride and Prejudice*, Austen occasionally uses the epistolary form – this refers to the use of letters within the novel, such as the one Jane writes to Elizabeth in Chapter 26 (pp. 116–117). In your answer, discuss how Austen's use of the epistolary form contributes to your understanding of the novel. What are the positive and negative aspects of featuring Jane's letter here? It may be helpful to consider the point of character perspective in your answer.

Active Learning Task

In this part of the novel, Austen hints that the Gardiners know about things outside of their own circle. They know Derbyshire and could bring different opinions to the reputation of Darcy. Think about how else the Gardiners are crucial to the novel. Think about plot and character.

Language Focus

How does the depiction of Charlotte's wedding contribute to your understanding of the novel? Focus on the narrative view of the first paragraph of Chapter 26 (p. 111) and the description on page 112. Look at sentence structures and what is explicitly described.

Writing

Write several paragraphs about Jane's situation in London. Explain what is happening, why she is not visiting her, and how you would feel in that position. Try to use a range of language structures in your work.

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Active Learning Task

In pairs, one person take the role of Caroline Bingley and the other Louisa Hurst. about Jane and the fact that she is in London. Are you happy about that? Do you Why / why not? Try to speak in the style of the characters' dialogue that you can



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'So much love and eloquence.'



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Chapters 27-29 - Lady Catherine



What to look for

Humour

Elizabeth: 'What are men to rocks and mountains?' (p. 121)

Charlotte's way of coping with her husband: 'Charlotte wisely did not need to say more.' (p. 123)

Summary

Elizabeth visits Mr Collins. She is criticised during dinner with Lady Catherine.



Written Task

In a table like the one below, using the quotations to comment on Lady Catherine Austen's use of dialogue.

Point	Evidence	
Lady Catherine de Bourgh is a rather snobbish, conceited woman, who enjoys knowing that other individuals are from a lower social class than herself. As Mr Collins states, Lady Catherine...	'...likes to have the distinction of rank preserved' (p. 126) and therefore, she would probably prefer it if Elizabeth didn't dress up when meeting her.	This judge but belie people a m
	'Lady Catherine seemed gratified by their admiration, and gave most gracious smiles, especially when any dish on the table proved a novelty to them.' (p. 128)	
	'Her air was not conciliating, nor was her manner of receiving them such as to make her visitors forget their inferior rank.' (p. 127)	
	'Lady Catherine very much objected to be kept waiting for her dinner.' (p. 126)	
	'...she was not rendered formidable by silence; but whatever she said was spoken in so authoritative a tone, as marked her self-importance.' (p. 127)	

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Themes: Social Status and Wealth

Throughout *Pride and Prejudice*, Austen demonstrates the importance of class and complete the following exercise by explaining how the listed characters view individual status. Include a quotation for each character in order to support your answers.

Character	How do they regard (or interact with) people from a higher class?	Quotation
Lady Catherine Bourgh		
Mr Collins		
Miss Caroline Bingley		
Mr Darcy		
Mr Bingley		

When you have completed this task, discuss what you think Austen is trying to say. Do you think she presents wealth and social status as a positive or negative force in society? Include quotations from the novel to refer to characters that represent both sides of the coin.

Active Learning Task

In pairs, discuss how Austen challenges ideas of social status and wealth within the novel. Does she challenge the idea that people of high birth and wealth are always very polite but very rude character. When you have two or three examples of the way that Austen challenges these ideas, share them with the rest of the class.

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Chapters 27–29 (Continued)

Extension

Consider Lady Catherine's behaviour in Chapter 29 and the attitudes of other characters. Use the names and phrases below to help get you started, create a mind map which focuses on the effect she has on her dinner guests. Include examples from the text to support your ideas. Illustrate your mind map with relevant images.

Lady Catherine de Bourgh	Sir William Lucas	Silence
Mr Collins	Miss de Bourgh	Admiration
Elizabeth Bennet	Maria Lucas	Respect
Charlotte Collins	Fear	Defiance

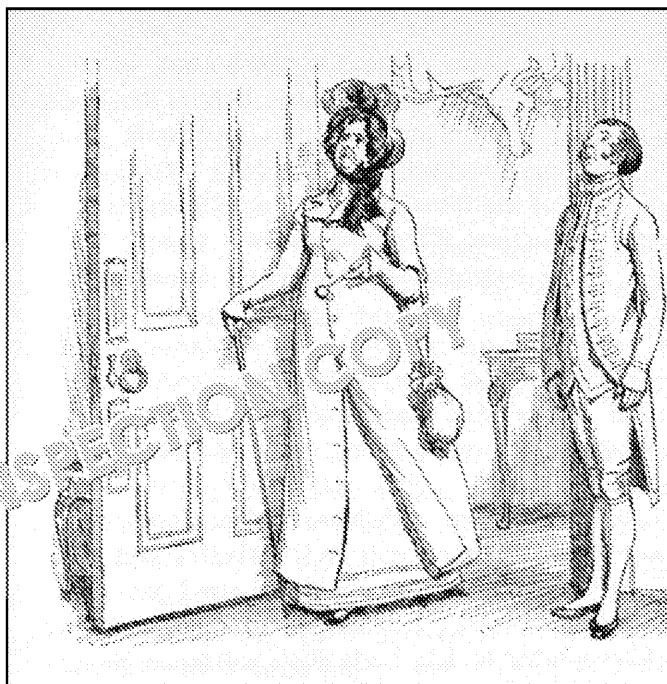
Language Focus

Jane Austen uses a lot of descriptive language in these chapters to create an impression of Lady Catherine. Choose three short extracts from Chapters 27–29 and analyse the language she uses. Look closely at:

- Sentence structures
- Punctuation
- Verbs
- Descriptive adjectives
- Use of dialogue

Creative Writing

Imagine that Mr Collins speaks to her daughter after the Collins, Miss Lucas. Write a short piece of dialogue, reflecting Lady Catherine's pompous and superior style and the Bennet sisters' upbringing. Remember to use information or quotations from the text.



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Chapters 30, 31 and 32 – Darcy Returns



What to look for

Humour

Lady Catherine's false praise of her daughter: 'Anne would have been a delightful performer, had her head been allowed her to learn' (p. 131)

- Awkward and
- Extended

Summary

Lady Catherine interrupts Mr Darcy as he arrives unexpectedly. He visits Elizabeth.

Written Task

Throughout the novel, Austen depicts the importance of social formalities and manners and explores what happens when characters stray from expected social conventions. Elizabeth is surprised that Mr Darcy has called at Hunsford in a 'familiar way' (p. 131) in a more formal manner she would expect. Similarly, in Chapter 31, Darcy is said to be 'of a more breeding' (p. 136) when Lady Catherine rudely interrupts her dinner guests. Consider the following points, explaining your answers clearly:

- What other examples of social formalities does Austen include in the novel?
- How are people in modern society subject to social formalities?
- How have our social behaviours changed since 1813 when the novel was published?

When you have completed this task, discuss your answers with a partner and create a poster combining your answers. Remember to use relevant quotations to support your ideas and to include key points.

Extension

In Chapter 31, Elizabeth is sat at the piano when she asks Darcy why he finds it difficult to talk to strangers (p. 137). Discuss the comparison made between Elizabeth's piano playing and Darcy's difficulty in talking to strangers. What do you think Elizabeth is trying to tell Darcy about his technique in this manner? Judging from what he tells Elizabeth, do you think Darcy is a misunderstood character? Include relevant quotations from Chapter 31.

Creative Writing

Write the 'social code' for *Pride and Prejudice*. You should consider the following points:

- How should one behave?
- What types of manners are most appealing?
- Which are least appealing?
- How would one move up in status?
- When would someone move down?

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Chapters 33 and 34 – Mr Darcy Proposes

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What to look for

Humour

Darcy's ill-timed proposal: 'After a silence of several minutes, he came towards her in an agitated manner, and thus began' (p. 147)

- Alliteration
- 'emphatic'
- Emotion

Summary

Fitzwilliam Darcy realises that Darcy has saved Bingley from an 'impudent marriage' and realises it is his turn to propose.

Written Task

Consider Mr Darcy's proposal in Chapter 34, particularly the following quotation

In vain I have struggled. It will not do. My feelings will not be repressed. You see how ardently I admire and love you. (p. 147)

- What is the effect of Darcy's confession on the reader?
- Do you sympathise with him or with Elizabeth more?
- How does Darcy's proposal contrast Mr Collins' proposal to Elizabeth and Mr Collins' proposal to Elizabeth? It may be useful to refer back to pages 84–88 and 127–130 in order to compare Collins' approaches.

Extension

At the end of the chapter, Elizabeth is extremely angry and upset but how do you think she would respond to Darcy's confession? Imagine you are Elizabeth during this chapter and write a response to Darcy's confession. Do you think she was fair or too harsh on him? Would you have talked more or less about any specific topics? Do you think Elizabeth has been quick to judge Darcy or does he deserve to be criticised by her? Explain your opinions clearly and refer to quotations from the text in your answer.

Language Focus

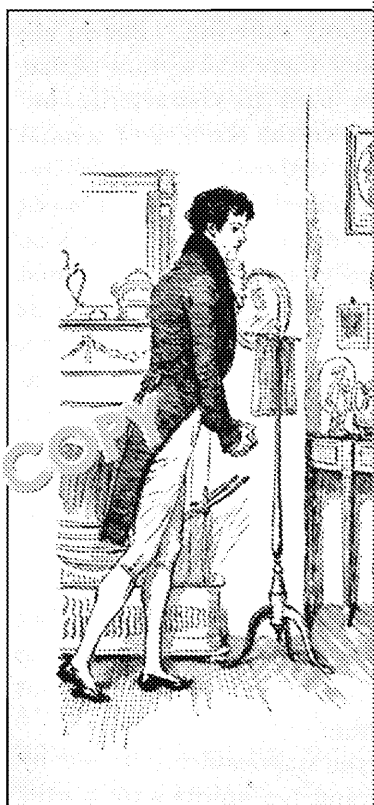
A02

Using descriptive words, discuss Austen's use of language and tone within this confession of love. Why is Darcy's content and style of speaking offensive to Elizabeth?

Media Task

A01

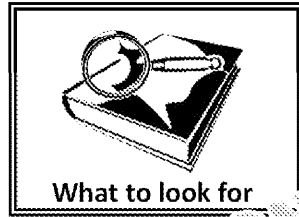
In groups, read Darcy's proposal aloud and then watch the corresponding part from the novel's 2005 film adaptation. How does the film dramatise the novel? Which version do you prefer? Why? Discuss this as a group.



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Chapter 35 – A Letter from Darcy



Literary Devices

- Epistolary form
- Emotive language
- Past tense description

Summary

Darcy writes Elizabeth a letter outlining her misunderstandings about Wickham and Mr. Collins.

Written

Darcy claims that his letter provides a 'faithful narrative of every event' in which they were 'concerned together' and hopes that she won't 'reject it as false' (p. 158). Carefully read the letter and answer the following points, backing them up with illustrations from the text.

- Would you reject any of Darcy's claims as false or do you think his letter reads as truthful?
- How does Darcy use persuasive language in order to justify his behaviour?
- Considering her character traits, do you think Elizabeth is likely to believe Darcy's explanation?

Extension

Darcy claims that he wrote the letter because during their previous meeting, he 'felt it to be revealed' to Elizabeth (p. 158).

Can you think of any reasons why Darcy might have chosen to include a letter in their conversation between Darcy and Elizabeth?

Does the reader benefit from learning about Mr Darcy's explanation in this manner? Is it preferable for him to tell Elizabeth in person?

Language Focus

Discuss Austen's use of language and form within Darcy's letter. What is the effect on the reader?

Media Task

Conduct an Internet search for 'Mr Darcy's letter blogs' and have a look at the reviews about the novel out there in cyberspace, many of which are worth reading in order to gain a different view on the novel. Read some of them and then have a go at writing your own blog entry.

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Chapters 36–38 – Time to Ref



What to look for

Humour

Mr Collins and Lady Catherine's pompous style: 'Mr Collins had a compliment, and an allusion to throw in here, which ... indly smiled upon by mother and daughter' (p. 104)

Summary

Elizabeth b ... and realises Wickham is 'improper'.



Written Task

Throughout Chapters 36, 37 and 38, Elizabeth spends a lot of time thinking about questions below:

- With reference to three quotations from the text, discuss how Elizabeth's o ... throughout these chapters.
- List the main factors which led her to believe she has 'unjustly... condemned
- At this point in the novel, do you think Elizabeth should feel guilty for her pro ... on Chapters 36–38 but make sure you also refer to events and conversation

Extension

In Chapter 37, Lady Catherine shows her str ... views regarding the position of w ... what you have learnt about George ... y, translate these quotations into you ... each quotation might sur ... the position of women in Austen's time.



... women should always be properly guarded and attended, according to th ... (p. 165)

Oh! Your father of course can spare you, if your mother can. Daughters are ne ... consequence to a father. (p. 164)

I cannot bear the idea of two young women travelling post by themselves. It is b ... (p. 165)

Active Learning Task

Imagine you are Elizabeth and you have just realised how wrong you were about ... modernise her thoughts and feelings into twenty-first-century English. In pairs, s ... other.



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Chapters 39–41 – Lydia Bennet



What to look for

Humour

Lydia's frivolous nature: 'Lord! how I should like to be married before any of you! and then I would chaperone you girls to all the balls.' (p. 171)

- Collingwood
- Impressionism
- Italian
- Hypocrite

Summary

Elizabeth does her best to keep quiet about Wickham. Lydia leaves for Brighton.

Written Task

Consider how Lydia is presented in Chapter 39. Copy and complete the table to explore her character through the use of language in the five quotations below.

Quotation	Language techniques used	What it tells us about Lydia
...you must lend us the money, for we have just spent ours at the shop out there. (p. 170)		
Look here, I have bought this bonnet. I do not think it is very pretty; but I thought I might as well buy it as not (p. 170)		
But he is an ugly fellow! I am glad he is gone. I never saw such a disagreeable fellow in my life. (p. 171)		
...he never cared three straws about her—who could about such a nasty little freckled thing? (p. 171)		
Jane will be quite an old maid soon, I declare. She is almost three-and-twenty! Lord, how ashamed I should be of not being married before three-and-twenty! (p. 171)		

Extension

With focus on Chapter 41, explain why Lydia is so keen to get to Brighton. What does her 'imagination' concerning Brighton tell us about her (p. 172)? Why do you think Elizabeth is going? Has Mr Bennet been sensible in allowing her to go to Brighton? Remember to use the novel to support your answers.

Media Task

Write an Instagram profile for Lydia. Discuss in groups what sort of pictures she might post and what she would use (e.g. #yolo)?

Writing Task

Write a paragraph about Lydia and Elizabeth's relationship. Try to use as many different sentence structures and as varied a vocabulary as you can.

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Chapters 42–43 – A Visit to Pemberley

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What to look for

Humour

Mrs Bennet and Kitty fret over the loss of the officers: 'constant repinings at the dullness of everything around them threw a gloom over their domestic circle' (p. 184).

Summary

Mr and Mrs Bennet's marriage is described. Elizabeth visits Derbyshire with the Collinses and meets Darcy at Pemberley.

Active Learning Task

Focusing on Elizabeth's first impressions of Pemberley in Chapter 43 (pp. 187–188), create a list of five things you notice about the home. Annotate your image with quotations from the text. Consider the following:

- The wood
- The stream and its banks
- The housekeeper
- The view from Darcy's house
- The furniture inside the house

Extension

Does Elizabeth's visit to Pemberley show a new or previously hidden aspect of her character?

What does Darcy's house and grounds tell us about him?

Can you draw any comparisons between the language Austen uses to describe Pemberley and the language she uses to describe Darcy?

Remember to refer to quotations from Chapter 43 to support your answers.

Language Focus

When you have completed the table above, think about Austen's choice of tone and diction. What is the overall effect of Austen's writing style during Elizabeth's visit to Pemberley? Do you agree that Chapter 43 displays a kind of rhythmic or poetic quality?

Media Task

Search Twitter for the hashtag Pemberley (i.e. #pemberley). What type of media do you find? Is there any multimedia material? Make a list of all the things that people are talking about Pemberley. What does this continued interest in Austen's work mean?

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Chapter 43 (Continued) – A Visit to P

Spoken Language Task

Think about the dynamic between Darcy and Elizabeth during their meeting at P this chapter influences your understanding of their relationship. Consider the fol

- What do Darcy's mannerisms tell you about his feelings towards Elizabeth?
- Does Darcy's polite behaviour convince you that he is a good man?
- What is the significance of Elizabeth's embarrassment and regret in this chapter? Darcy who criticises her, does she still hold some doubts about him?
- Consider the plot so far, how has the relationship between Elizabeth and

Creative Writing

After Elizabeth's visit to Pemberley, the narrator claims that 'the occurrences of 198). With this in mind, imagine you are Darcy and that you have decided to write to your friend Bingley.

When writing your letter, carefully consider which aspects of the day Darcy would he might express her feelings to his friend. It is also important to write in a style for Darcy.

Spoken Language Task

As a class, watch the scene when Elizabeth visits Pemberley in the following film, *Pride and Prejudice* – BBC mini TV series, directed by Simon Langton and starring Colin Firth the most recent film adaptation, directed by Joe Wright and starring Keira Knight

In groups, compare how the two productions chose to depict this scene – how faithful are as it is presented in the novel itself? Which production do you think is a more successful and why?

Active Learning Task

In groups, imagine that you are directing a new film version of *Pride and Prejudice*. direct this specific scene, based on your knowledge of the text? Think about many Would you change anything or keep things the same as the novel? Once you have the parts and act out the scene. Each group should act out their version of the scene. Then discuss as a class what was the same and what was different with each group.

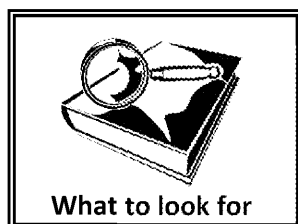
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Chapters 44 and 45 – Good and Bad

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Humour

Misunderstandings: 'she had heard that Miss Darcy was exceedingly proud; the observation of a very few remarks convinced her that she was exceedingly shy' (p. 204).

- Me (p. 204)
- Exc long

Summary

Elizabeth meets Miss Darcy. Miss Bingley is jealous. Darcy is very friendly.

Written Task

During the dinner at Pemberley, a lady named Mrs Annesley makes polite conversation described as being 'truly well-bred' (p. 204). Copy and complete the following table, using the text to describe the behaviour as a guide – add relevant quotations from Chapters 44 and 45 then explain what the text shows an example of 'good breeding'.

Behaviour	Quotations	
Mrs Annesley making conversation with the dinner guests	<i>'It was first broken by Mrs Annesley, a genteel, agreeable-looking woman, whose [endeavour] to introduce some kind of discourse proved her to be truly more well-bred than either of the others'</i>	Yes: man and t at ea
Mr Darcy's efforts to include Mr Gardiner in activities		
Georgiana's reluctance to talk to her guests		
Miss Bingley's comments about Elizabeth after dinner		
Darcy's response to Miss Bingley's comments		

Extension

Focus on Caroline Bingley's comments about Elizabeth at the end of Chapter 45 (p. 204). Discuss the motives for these comments and do you think there is any truth in what she says about Elizabeth or does it reveal more about Caroline herself? Explain your answer.

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Chapter 46 – The Elopement



What to look for

Literary Devices

- Colloquial language: 'Good God'
- Emotive language
- Punctuation and short sentences to heighten the drama

Summary

Lydia runs off with Wickham, shaming her family. Elizabeth is in love.

Written Task

Focusing on the social, cultural and historical context of Austen's time, answer the

- Why is the news about Lydia and Wickham so 'unexpected and serious' to the Bennets?
- After she tells Darcy about Lydia and Wickham, Elizabeth realises that her 'poor little family' 'everything must sink under such a proof of family weakness, such an assurance of ruin'. Why does Elizabeth experience this feeling of 'disgrace' when talking to Darcy about the concept of 'power' (p. 212)?
- Explain how Mr and Mrs Bennet have reacted to the news. Where is Mr Bennet's behaviour justified and helpful to the situation or are they overreacting?
- Why does Jane describe the couple as 'so imprudent a match on both sides' in relation to the conventions and formalities relating to elopement (p. 209)?
- How does the situation between Lydia and Wickham relate to modern times? Decide whether or not our modern society could be subject to a similar reaction.

Extension

AO1

During this chapter, Elizabeth comes to the conclusion that 'she could have loved' Darcy and ponders over the 'contradictions and varieties' of 'their acquaintance' (pp. 212–213). From your perspective as a reader, do you think this is a surprising development in the plot? Have you been expecting Elizabeth to develop feelings for Darcy? Discuss your thoughts on this, with reference to how the dynamic between Darcy and Elizabeth has evolved to this point.

Writing Task

AO1

Write a paragraph about your opinion on Lydia's elopement. Do you think she was rash and silly? Is she selfish towards her family? Or is she simply following the dictates of true love? Try to use a variety of sentence constructions and a wide vocabulary in your answer.



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Active Learning Task

Lydia and Wickham leave Brighton seemingly at first to travel to Scotland to get Mr. Collins married in London instead. Imagine the scene as Wickham and Lydia travel together. In pairs, act out the two characters as Lydia realises where they are actually heading. Then, each student writes a short dialogue to the whole class. It can be in keeping with the period or you could modernise it, travelling by horse, by train or by a future form of transport. Does Lydia get really angry? Does she really care?

Active Learning Task

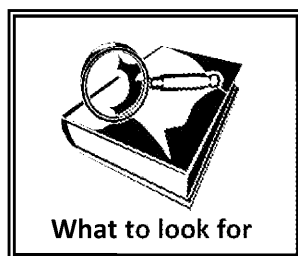
Imagine you are Darcy and you have just found out about Lydia's elopement. Try to write a monologue from his head and heart about everything. Then make a list of what is going through his mind. What are his feelings? any misunderstandings?



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Chapters 47 and 48 – Searching for



Humour

Mrs Bennet: 'tears and lamentations of regret' (p. 219); 'I am sure there was some great neglect' (p. 220); 'Mr Bennet... might Wickham... then he shall be killed' (p. 220)

- Inap
- Ma
- Exc
- Par
- (p. 2

Summary

Mr Bennet and Mr Gardiner are in London. Mr Collins writes a letter.

Written Task

Chapters 47 and 48 feature letters from Lydia and Mr Collins on the subject of the marriage. In these letters, copy and complete the table below with quotations and information about the attitudes of Lydia and Mr Collins.

Behaviour/Opinions	Quotations	qu
Lydia doesn't understand the serious nature of her behaviour		
Mr Collins believes Lydia is now worthless		
Lydia is co about trivial rather than important issues		
Mr Collins thinks Mr Bennet should disown Lydia		
Lydia doesn't realise Wickham's true character		
Mr Collins is glad he isn't married to a Bennet girl		

When you have completed the table, work in pairs to discuss the contrasting letters. Refer to the quotations you have found, what factors do you think explain the matter? Do you agree with either of them?

Extension

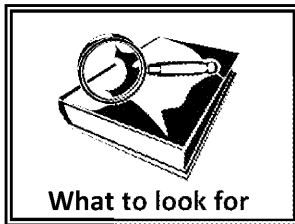
These chapters explore the concept of blame through Mrs Bennet's belief that the Lydia 'go out of their sight' and Mr Bennet's claim that Lydia's behaviour was his. Considering the novel as a whole so far, who do you think is to blame for the elopement? Use evidence from the novel to support your answer.

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Chapters 49–50 – The Economics of



Humour

Mrs Bennet's ignorant reaction: 'her joy burst forth' (p. 234), 'her eldest daughter attempted to give some vent to the violence of these transports' (p. 234)

- Dialogue
- Descriptions
- Epistolary form
- Characterisation

Summary

Wickham visits Mr Bennet and offers to marry Lydia for a price. Mrs Bennet is happy and Mr Bennet is unhappy.

Written Task

Throughout Chapters 49 and 50, there is an emphasis on the issue of financial well-being and the questions it raises.

- How will the upcoming wedding affect the finances of:
 - Mr Wickham
 - Mr Bennet
 - Mr Gardiner
- Explain why Mr Bennet and Mr Gardiner have entered into a financial agreement. What does this tell us about the concept of marriage in Georgian society?
- Why do you think Mr Bennet refuses to pay for Lydia's wedding clothes and the wedding itself? What does this tell us about pride and status?
- How does Mrs Bennet react when she hears about Mr Gardiner's generosity? What does this tell us about her character?
- Considering the events of Chapters 49 and 50, how significant are money and social reputation?

Using your findings from the above activity, create a mind map exploring the themes of Chapters 49 and 50. Remember to include quotations and use illustrations to enhance key points within your mind map.

Extension

With close reference to Chapters 49 and 50, discuss how Austen's use of language enhances the reader's experience by focusing on the following themes:

1. The use of letters (epistolary form)
2. Austen's descriptions of different characters' thoughts and feelings
3. The use of distancing between family and other relatives
4. The presence of irony and sarcasm within dialogue

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Chapter 51 – Lydia's Wedding



What to look for

Humour

Lydia: 'I let my hand just rest... that he might see the ring' (p. 241); 'Ah, Jane, I take your place now' (p. 241); 'La! You are so strange' (p. 241)

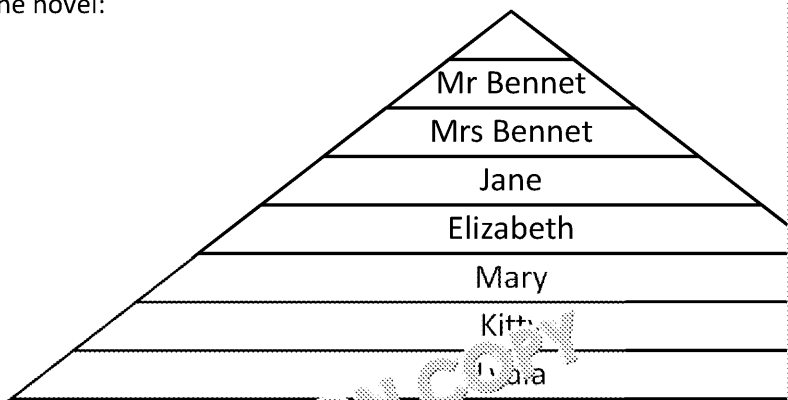
- Metaphor: 'Bennet' (p. 241)
- Adjective: 'unabashed' (p. 241)

Summary

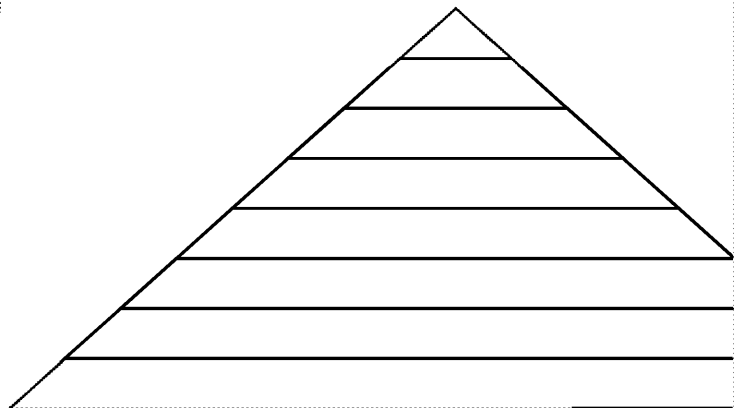
Lydia returns home, tells of her marriage, and lets slip that Darcy was there.

Written Task

Family is an important theme throughout *Pride and Prejudice*, especially when it comes to the relationship between the Bennet siblings and their parents. The following diagram depicts the beginning of the novel:



Now, create your own hierarchy diagram to show how the dynamic within the Bennet family changes after the marriage of Wickham and Lydia. When you have completed this task, work in pairs to discuss your hierarchy diagram. Remember to mention quotations from the novel to support your analysis.



Spoken Language Task

Work in a pair – one of you is Mr Bennet and the other Mrs Bennet. The point of the conversation *but* to reverse the hierarchy of these characters so that Mr Bennet describes the other's personality traits. Discuss their priorities and the way they speak. The task is designed to be a 5-minute activity. You have 5 minutes to prepare before you begin the conversation.

Active Learning Task

Imagine that Wickham is living in twenty-first-century England. What car would he drive? What would he wear? What would his favourite music be? Discuss in pairs.

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Chapter 52 – Giving Credit to Darcy

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What to look for

Humour

Wickham: 'My dear sister' (p. 251)
After Elizabeth reveals him to be a liar
'he hardly knew how to look' (p. 252)

- Epistolary
- Witty
- Formal

Summary

Mrs Gardiner tells Elizabeth that Darcy paid the dowry. He claims he felt responsible.

Written Task

Focusing on Mrs Gardiner's letter, comment on the following points with close reference to the text.

- Why do you think Austen chose to inform Elizabeth about Darcy's generosity and the effect of this for both Elizabeth and the reader?
- Do you think the letter is successful as a dramatic device or would this new information have more of an impact in the form of a conversation?
- Letters are often associated with private and personal information and in this case, Elizabeth goes outside where she is 'least likely to be interrupted' (p. 246). Considering this, what is the significance of privacy when including letters within a novel?
- As a reader, what are the positive and negative features of having access to such information as Mrs Gardiner's?

Extension

Mrs Gardiner's letter about Darcy's generosity is an important plot twist but how does it relate to the themes of pride and prejudice?

Focusing on the characters of Darcy and Elizabeth, discuss how the contents of Chapter 52 change your understanding of these themes and their significance for Darcy and Elizabeth at this point in the novel.

In order to enhance your discussion, consider how Darcy and Elizabeth's relationship has changed in the novel by comparing the events of Chapter 52 with those from previous chapters.

Active Learning Task

Write a diary entry as Elizabeth after she found out that Darcy had paid Lydia's debts. Use a variety of different sentence constructions and as varied a vocabulary as you can.

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Chapters 53 and 54 – Bingley's Return



What to look for

Humour

Lydia: 'My sisters may write to me. They will have nothing else to do' (p. 253)

Mrs Bennet: 'very dull for seven hours' (p. 254)

Summary

Bingley and his friends return to Netherfield. Jane is confused.



Written Task

During Chapter 53, Austen makes use of dramatic irony – a technique whereby the reader knows more about the characters or events within the plot than one or more of the characters are not aware.

- What is Elizabeth's attitude towards Darcy in this chapter?
- How does Mrs Bennet speak to Darcy and how does this make Elizabeth feel?
- In what way does the difference in their attitudes towards Darcy relate to the theme of the novel?

Extension

With focus on Chapter 54, discuss how Austen's use of setting reflects the relationship between Elizabeth and Darcy.

Does the physical position of the characters at the dinner party relate to the status of each character at this point in the novel?

How does the relationship between Bingley and Jane contrast this?



It may be useful to consider how Austen depicts the theme of separation through the use of language.

Spoken Language Task

Do you think Darcy and Elizabeth are in love at this point in the novel? Hold a class debate. In order to illustrate your point of view, refer to evidence from the novel in the form of quotations from the plot – explore how this evidence might prove or disprove that Elizabeth and Darcy are in a loving relationship between them. Try to come to a conclusion as a class by challenging and questioning how accurate your own opinion on this subject might be.



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Chapter 55 – Bingley's Proposal



What to look for

Humour

Mrs Bennet: 'sat looking and winking' (p. 265); 'she talked to Bingley of nothing else for half an hour' (p. 267); 'Bingley' (p. 270)

- Emotion
- Dialogue
- Satire

Summary

Bingley proposes to Jane. Neighbours are jealous of the match.

Written Task

Explain what is revealed about Bingley and Jane's relationship in the chosen quotation.

- *Your tempers are by no means unlike. You are each of you so complying, that nothing every servant will cheat you; and so generous, that you will always exceed your income* (p. 265)
- *The Bennets were speedily pronounced to be the luckiest family in the world, though only first run away, they had been generally proved to be marked out for misfortune* (p. 270)
- *His ease and cheerfulness rendered him a most agreeable addition to their evening party; the officiousness of the mother, and heard all her silly remarks, with a forbearance and composure grateful to the daughter* (p. 265)
- *'And this,' said she, 'is the end of all his friends' advice to a circumspection! Of all his sisters the happiest, wisest and most reasonable' (p. 267)*

Extension

In pairs, discuss how Austen uses humour in Chapter 55. How important are the details to your understanding of Mrs Bennet as a character and her view of Lydia and Jane? How does her use of comedy compare with humour in contemporary books, television and film?

Active Learning Task

Discuss in groups what you think of Jane and Bingley as a couple. Are they in love or are they as captivating as characters or are they a little dull?

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Chapter 56 – ‘A Scandalous Falsehood’



What to look for

Humour

Lady Catherine's pompous attitude:

'pronouncing them, after a short survey, to be decent looking rooms' (p. 271); 'I am not to be trifled with' (p. 272); 'engaged to my daughter' (p. 272)

Summary

Lady Catherine de Bourgh gives advice and warns Elizabeth to keep away from Darcy.

Written Task

Answer the following points using quotations from the novel to support your ideas on how your chosen quotations assist your understanding of Lady Catherine de Bourgh and other characters.

- Considering the theme of social status, how does Lady Catherine attempt to control Elizabeth and Mrs Bennet during this chapter?
- Why does Lady Catherine want her daughter to marry Darcy and what does this say about status and wealth during Georgian times?
- What does Lady Catherine's behaviour teach us about the theme of pride?

Extension

Look closely at Austen's portrayal of Lady Catherine de Bourgh. Find examples of:

- Is social status a major theme?
- Uses emotional blackmail
- Uses colloquial language
- Uses formal vocabulary and sentence structures
- Uses emotive language

How does Elizabeth react to each of the styles of speaking above? Why does Lady Catherine speak to Elizabeth in this way?

Creative Writing

Imagine that you are Lady Catherine de Bourgh. Having returned home from your visit to Mr Darcy, you have decided to write a letter to your nephew Mr Darcy in an attempt to put him off his marriage to Elizabeth Bennet. Refer to Lady Catherine's discussion with Elizabeth to support the main points. Remember to write in a way suitable for Lady Catherine and try to capture aspects of her personality in your letter.

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Chapter 57 – ‘So Disgraceful a M



What to look for

Humour

Irony: Mr Bennet (following Mr Collins' letter) 'the lie... Mr Darcy, who never looks at any woman but to see a blemish... never looked at you in his life' 'p. 270

- Aside
- forg
- Itali
- Mos

Summary

Elizabeth w where rumours of her engagement have come from.

Written Task

Explain how Mr Collins' letter relates to the following issues in Georgian times. Use give evidence to your answer:

- Observing social codes of class
- Marriage
- Attitudes towards couples who live together before marriage
- Family privacy and gossip
- The need to gain approval from others before making personal decisions
- The role of a clergyman in giving Christian guidance

Extension

Chapter 57 discusses the concept of forgiveness through Mr Collins' advice regarding considering the reasoning and logic behind Mr Collins' suggestions on how Mr Bennet should deal with Wickham.

- Do you think he is being reasonable and rational or is he is simply offering a
- Is Mr Collins' attitude towards forgiveness a consequence of Georgian times or his view is simply a part of his personality and character?

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Chapter 58 – Elizabeth and Darcy

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What to look for

Humour

'Mrs Bennet was not in the habit of walking. Mary could never spare time'
(p. 281)

- Des
dial
Dar
282

Summary

Darcy reiterates his feelings for Elizabeth. She admits she feels the same.

Written Task

Chapter 58 represents a defining moment in the plot, as Darcy and Elizabeth admit and discuss their past behaviour. Copy and complete the following table by finding descriptions of Darcy within this chapter and describe the effect of each – how does it affect the plot?

Descriptions of Darcy	Quotation	What
Darcy's love for Elizabeth drove him to intervene with the situation between Wickham and Lydia		
Darcy doesn't care what his aunt thinks		
Darcy understands that initially meeting Elizabeth, he behaved impolitely		
Darcy is embarrassed over the letter he wrote to Elizabeth		
Darcy has been a selfish person but Elizabeth has changed him for the better (p. 284 especially)		
Darcy realises he was wrong about Jane's affection for Bingley		

Extension

With focus on the plot, create a mind map exploring the range of emotions experienced during their relationship.

Begin by noting the emotions which you think are most relevant to these characters. Demonstrate these feelings. Complete your mind map by discussing how Austen uses Elizabeth and Darcy's emotions. To help you get started, here's a list of possible emotions using your own ideas: embarrassment, fear, happiness, regret, pride.

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Chapter 59 – Elizabeth Explains

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What to look for

Humour

Irony: 'Good gracious' cried Mrs Bennet... 'if that disagreeable Mr Darcy is not coming here again... Lizzy and I must walk out with him again, for as he may not be in a marrying way' (p. 289)

- Emotional Mr Bennet
- Use of irony
- Still, Elizabeth
- (p. 289)

Summary

Elizabeth comes to her family of her change of heart towards Darcy. She reveals everything for Lydia's wedding.

Written Task

Looking closely at characterisation; how do Jane, Mr Bennet and Mrs Bennet react to Darcy's engagement? On hearing the news, do they behave as you would expect? What personalities? Is there much contrast between their reactions?

Extension

Consider Austen's use of language within this chapter and make a list of the descriptive words used to describe the characters when discussing Mr Darcy. How does Austen's choice of language and tone change when used in Chapter 3 when Darcy is first introduced? When Austen's characters talk, how is their speech altered much since Chapter 3?

Use the following headings:

- Words used to describe Darcy in Chapter 3
- Words used to describe Darcy in Chapter 59
- Changed tone since Chapter 3?

Active Learning Task

AO1

In pairs, write some dialogue between Darcy and Mr Bennet when Darcy goes into the study to ask for Mr Bennet's daughter's hand in marriage. Try to write in the style of the novel. What sort of things would have been said? Act out your dialogue in front of the class.

Writing Task

AO1

Write marriage announcements for Jane and Bingley and Elizabeth and Darcy. Try to use formal titles for the characters and keep the tone formal.

Active Learning Task

AO1

Imagine that Darcy is living in twenty-first-century England. What sort of car would he have? Where would he buy his clothes? Discuss in pairs.



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Chapter 60 – Taking Stock of the Story

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What to look for

Humour

Sarcasm: Elizabeth to Darcy 'if I had not a letter to write myself, I might sit by you, and admire the evenness of your writing, as another lady might do' (p. 294)

- Epistolary
- Anticlimax
- Congratulatory
- Affectionate

Summary

Elizabeth and Darcy announce their engagement. Lady Catherine is angry.

Written Task

Answer the following questions – remember to refer closely to the events of Chapter 60 and use supporting quotations.

- How does the concept of irony apply to Lady Catherine's efforts to separate Elizabeth and Darcy?
- What is the purpose of Mr Bennet's short letter to Mr Collins and why is it humorous?
- In your opinion, do you think Elizabeth and Darcy's conversation about how to write the letter is rather practical and lacking in emotion?

Extension

During this chapter, the narrator mentions that Mr Darcy's letter to Lady Catherine is similar to that of Elizabeth's note to Mrs Gardiner. What are the contents of Darcy's letter and why (p. 295). Why do you think Austen chose to include this letter? By excluding it, how would the story be different? Try to reflect aspects of Darcy's personality? Would Darcy be happy if other people knew his personal communications?

Creative Writing

Imagine you are Darcy and are writing this important letter to your aunt Lady Catherine. Consider the key points you would like to make and use quotations from the novel. Remember to write in a style suitable for Darcy and consider how the recent behaviour of Elizabeth influences his writing style and the letter's content.

Active Learning Task

Research and design a Regency-style wedding dress for Elizabeth. What would the dress be made of and what would you use for the fabric?

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Chapter 61 – Married Life



What to look for

Humour

Mrs Bennet 'still...invariably silly' (p. 297);
'Mary was the only daughter who remained at home; and she was necessarily drawn from the pursuit of accomplishment by Mr Bennet's being quite unable to do otherwise' (p. 297)

Summary

The fates of the characters are summed up.

Written Task

Now that you have completed the novel, consider the significance of this chapter with reference to quotations from the novel.

- Darcy and Elizabeth create a new life for themselves, away from Elizabeth's family.
- Jane and Elizabeth's friendship is made even stronger.
- Kitty is improved by spending time with her eldest sisters.
- Lydia's marriage is loveless and difficult.
- Mrs Bennet is happy to see her daughters married but is lonely.
- Lady Catherine de Bourgh is forced to be more reasonable towards others.
- Jane Austen provides a satisfying conclusion to the novel
OR
Jane Austen ends the novel too abruptly.

Extension

This chapter provides information regarding events which take place after Jane and Elizabeth are married. However, nothing is mentioned about how, where or when these wedding ceremonies take place.

- Why do you think Austen chose to leave out any descriptions of Jane and Elizabeth's wedding celebrations?
- What might Austen be trying to tell us about love and marriage here?

Active Learning Task

Austen plays with and challenges several conventions within this novel including gender roles, the social class system and the hypocrisy of the social climbers. Discuss in groups how she did this. Does this reflect her challenging style? Or does it create a sense of closure at the end?

Media Task

Make a Prezi of Elizabeth and Darcy's relationship.

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Whole-Text Activities

Plot Quiz

- 1) *Pride and Prejudice* is set during:
 - a. The Victorian era
 - b. The Georgian era
 - c. The Grunge era
- 2) What are the Bennet's children's names?
 - a. Jane, Elizabeth, Margaret, Kitty and Lydia
 - b. Jane, Elizabeth, Mary, Kitty and Lydia
 - c. Jane, Elizabeth, Martin, Colin and Lionel
- 3) Where does Mr Bingley live?
 - a. Netherfield
 - b. Neverland
 - c. Longbourn
- 4) Who is Elizabeth Bennet's best friend?
 - a. Christine Lloyd
 - b. Charlotte Web
 - c. Charlotte Lucas
- 5) Who does Mr Wickham marry?
 - a. Lydia Bennet
 - b. Caroline Bingley
 - c. Laura Bucket
- 6) Name the nearest village to the Bennet family home.
 - a. Meryton
 - b. Meryton
 - c. Meryton
- 7) What is the 'business' of Mrs Bennet's life?
 - a. Competitive horse racing
 - b. Cleaning and tidying her home
 - c. Getting her daughters married
- 8) Who does Caroline Bingley hope to marry?
 - a. Mr Darcy
 - b. Mr Blobby
 - c. Mr Collins
- 9) What first attracts Mr Darcy to Elizabeth Bennet?
 - a. Her fine eyes
 - b. Her golden blonde hair
 - c. Her taste in fashion
- 10) Elizabeth Bennet's aunt is named:
 - a. Mrs Greenwood
 - b. Mrs Gardiner
 - c. Mrs Doubtfire

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- 11) Name the person Mr Collins most admires:
 - a. Lady Jane Grey
 - b. Lady Catherine de Bourgh
 - c. Lady Constance de Big Mac
- 12) What place is Mr Collins due to inherit one day?
 - a. Longbourn
 - b. Shortbourn
 - c. Legoland
- 13) What does Mr Wickham claim to do in Brighton?
 - a. His career
 - b. His education
 - c. His gambling debts
- 14) Mary Bennet is portrayed as lacking in:
 - a. Cookery skills
 - b. Wit and good looks
 - c. Rhyme nor reason
- 15) Mr Bingley claims to know many women who are:
 - a. Acrobatic
 - b. Accomplished
 - c. Antagonistic
- 16) Mr Bennet enjoys sitting alone in:
 - a. His study
 - b. His bedroom
 - c. His potting shed
- 17) What social event do the Bennet sisters most enjoy?
 - a. Circus
 - b. A ball
 - c. A ball
- 18) Mrs Bennet often complains about:
 - a. Her 'poor nerves'
 - b. Her 'poor diet'
 - c. Her 'rich pickings'
- 19) *Pride and Prejudice* is mainly set in:
 - a. Herefordshire
 - b. Hertfordshire
 - c. Hollyoaks
- 20) In the final chapter, Lydia claims that Mr Wickham desires:
 - a. A place in the sun
 - b. A place at court
 - c. A rock and a hard place

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Themes: Love and Marriage

Think about the different ways Austen depicts love and marriage in *Pride and Prejudice* below to discuss the contrasting types of relationships featured throughout the novel. Which do you think is portrayed as the most successful and why?

Which marriage?	Notes on how Austen portrays this marriage	Why is this marriage successful or unsuccessful?
Mr and Mrs Bennet		
Mr and Mrs Collins		
Mr and Mrs Wickham		
Mr and Mrs Gardiner		
Mr and Mrs Bingley		
Mr and Mrs Darcy		

When you have filled in the table, write an answer to this exam-style question in a clear, explain format.

- How does Austen depict the theme of marriage in *Pride and Prejudice*?

Active Learning Task

There are many different viewpoints about marriage expressed in the novel. In pairs, discuss the different viewpoints and then examine which ones are most relevant for today.

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Themes

Prejudice and Pride

In naming her story *Pride and Prejudice*, Austen highlights two of the most important themes of the novel. Complete the following exercise by considering how Austen portrays the concepts of prejudice and pride in her characters. Fill in the boxes with descriptions or quotations to show how each character is prejudiced and/or is judgemental of others.

 Elizabeth Bennet	
Mrs Bennet 	
Lady Catherine	

Now use the information you have collected in the boxes to answer the following question: How does Austen portray the themes of prejudice and pride within her novel? Use a point, an example, and a link throughout your answer.

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Active Learning Task

Discuss in groups which characters you think changed the most, who got rid of their prejudices throughout the novel. How did they do this? What did they firstly have to learn?

Mapping Elizabeth and Darcy

Throughout the novel, Darcy and Elizabeth's attitudes towards each other alter. On the graphs below by considering how their attitudes towards each other are presented, put a mark on the diagram to represent whether Elizabeth's opinion of Darcy is high or low. If she dislikes him, put a mark here in-between at different points in the novel, then do the same for Darcy's opinion of Elizabeth. Add quotations from the text to your graph – a couple of examples have been started. Remember to complete your graph by drawing a line connecting the marks. This will give you with a better understanding of how their relationship develops over time.

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Chapters

Setting Activities

Active Learning Task

There are a number of very important settings within the novel. For each of the following, discuss how they are described and why they are important in terms of plot and/or character. Use quotations from the novel to support your discussion.

Settings: Longbourn, Meryton, Netherfield Park, London, Kosings, Hunsford Park

Media Task

Imagine that you are a student of Meryton and you have decided to start a blog. What can be about? Which aspect of the town or the society in which you move (for example, the fabric shop or it could be a gossip blog). Try to write in a style appropriate for a blog.

Writing Task

Write several paragraphs on your favourite location within the novel. Why is it your favourite? What about it? Try to use a wide range of sentence constructions and a varied vocabulary.

Media Task

As a class, watch the part of the 1990s TV adaptation of the novel where Pemberley is shown. How does it compare to the Pemberley you have imagined? What are the similarities/differences? Can you think of anything that would have made into Pemberley if you made an adaptation of the novel? What buildings would have to be? Discuss as a class.

Active Learning Task

In groups, each pick a setting. Think about what you like about the setting and try to write a short paragraph. Then tell the rest of the group about it. Try to convince each other that your setting is the best.

Ideas and Messages Activities

Active Learning Task

Appearance versus reality is a key idea within the novel: many characters are not what they seem. In pairs, discuss the following questions:

- When does this idea occur in the text?
- Which characters are not really how they appear to be?
- Who misjudges whom?
- Why do you think this happens?
- What do you think Austen is trying to say through this idea of appearance versus reality?

Writing Task

Write a paragraph about the French Revolution and how it relates to *Pride and Prejudice*. Use historical facts, the key ideas of the novel, and how you think these relate to the novel. Use a range of sentence structures and a range of vocabulary in your answer.

Active Learning Task

In groups, imagine that you are living in the time of the novel. Discuss what men are expected to do. How does this make you feel? Think about some of the characters who challenge Georgian attitudes towards gender roles?

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Media Task

Focusing on the character of Elizabeth, look at how she is presented in your view of the 1995 television adaptation and the 2005 film version of the novel. How do Jennifer Ehle and Keira Knightley differ? Which one is your favourite? Which do you think Austen would have preferred?

The Writer's Use of Language Activities

Active Learning Task

Make a chart of all the symbolism that you can see in the novel. Symbolism is when an object or action represents an idea. Write down all the examples that you can think of and then discuss your findings.



Media Task

Austen uses metaphors in her novel. A metaphor is a figure of speech or a concept that compares two things. One of the strongest metaphors in *Pride and Prejudice* is the metaphor of courtship. Dances were the only place where respectable young women could meet. For this task, watch the scene from the 1990s television adaptation of the novel where Elizabeth and Mr. Darcy dance together at the Netherfield ball. After you have watched it, discuss in groups how the dance compares to a romantic flirtatious courtship process.

Active Learning Task

Motifs, structures and images that help to establish the novel's themes occur throughout the novel. Travel is a very explicit motif. In pairs, look at every instance of travelling or a journey in the novel. What does travel signify? What happens when characters go on a journey? Can you see any patterns in the language?



Form Activities

Active Learning Task

Pride and Prejudice is a novel. A novel is a form of literature that was becoming popular in the 18th century. Find out as much as you can about the novel, how it started, how it gained popularity, and how it changed over time. Once you have finished your research, make a mind map about the novel as a form. Include your own thoughts about it as a form.

Active Learning Task

In pairs, read aloud the first chapter of the novel. What type of narrator is present? What are the positive reasons for using this type of narrator? What about any limitations?

Writing Task

Imagine that you are writing a novel. What type of narrator would you use? After writing the first chapter, try to be creative with how you use your chosen form of writing. Use a range of sentence constructions, vocabulary and punctuation.



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Structure Activities

Active Learning Task

The novel is structured in three volumes. In groups, look at each volume and discuss. Why do you think Austen chose to break off the narrative at the points that she did?

Media Task

Imagine that you are writing a modern version of this novel in blog form. How would you structure it? How many posts would you have? Where would you decide to end one blog post and start the next? Once you have answered these questions, discuss your ideas with your class. Are everyone's blog structures almost the same? Or have you all decided on different structures? What does this tell you about the process of writing?

Context Activities

Active Learning Task

In pairs, discuss the presence of soldiers in the novel. How do they make you feel? How do you think the characters in the novel feel about the military presence?

Active Learning Task

Try to find out as much as you can about Austen's life: where she was born, where she lived, her later life, etc. Can you see any reflections of her life in this novel?

Active Learning Task

Austen's period was one of great upheavals in terms of social change, gender change, and the rise of the novel as a literary form. One of the most important movements was the rise of the novel. In pairs, find out as much as you can about this key point in literary history. How does it reflect the novel?

Writing Task

Focus on one aspect of the context of the novel's publication: historical, literary or social. Write five paragraphs about your chosen topic using only your own words. Use a range of sentence structures and punctuation.

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Suggested Answers

Pre-reading Activities

Jane Austen Biography

Students to use independent research skills.

Researching the Regency Period

Students to use independent research skills.

Comedy and Satire

Students to identify satire, parody and mocking humour. Answers should reflect can see media as to be studied.

Extension: 'A Modest Proposal'

- The proposal is anything but modest – it is outrageous!
- The argument is plausible and believable.
- The paragraph where the argument intensifies to eating children is the turning point before this that Swift is being satirical.
- The rich in Ireland act in an inhumane way towards the poor – they are real people

Language and Literary Devices used by Jane Austen

- | | |
|------|-------|
| 1. k | 10. l |
| 2. d | 11. g |
| 3. c | 12. q |
| 4. f | 13. b |
| 5. j | 14. p |
| 6. h | 15. m |
| 7. n | 16. e |
| 8. o | 17. i |
| 9. a | |

Chapter-by-Chapter Activities

Chapter 1

Written Task

- Marriage in Georgian times is expected and the 'business' of a mother for her daughter
- Any observation of the hysteria, expectations and desperation of Mrs Bennet
- Observations of the difference in attitude between Mr and Mrs Bennet
- Predictions of the 'rebellious' nature of Elizabeth

Extension

Analysis of the language used to portray attitudes of parents. Mrs Bennet's hurtful comments on Elizabeth's favouritism. How serious is the marriage business to each of them?

Language Focus

Focus on the narrative voice. Development of character through short sentences. Patronising reader's view of both Mr and Mrs Bennet in final paragraph

Austen's Influence

- Ordinary made extraordinary
 - Gossip / focus on details of marriage / accomplishment
 - Similarities in structure / vocabulary and humour
 - Middle class society
 - Humour and realism
- Different social codes / themes of marriage and advancing in status

Active Learning Task

This is a very personal question that asks students to consider their own experiences so far and how it has had any influence on their lives so far.

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Chapter 2

Written Task

Some suggestions, but any sensible answer valid:

Mr Bennet	Formal tone, mocking questions, emphatic vocabulary, irony, patronising tone, formal vocabulary, narrative description
Mrs Bennet	Repetition, hysteria, long sentences, reported speech, use of the pronoun 'I' to describe character in final paragraph
Lydia	Adjectives to describe her actions and nature, sarcasm, statements, use of the pronoun 'I'
Mary	Sarcasm used by Mr Bennet to warn her, narrative use of short sentences, single-line paragraphs, gradually Mary lost for words
Kitty	Introduced by Mr Bennet, use of adjectives to describe her manner of speaking
Elizabeth	Spoke with Mr Bennet, dialogue begins with address to her, superior tone, as going to ball

Extension

Focus on the effect of third person narrative voice, and of omniscient narration. Sarcasm is important to mention.

Chapter 3

Written Task

- 'Drew the attention of the whole room' (p. 10)
- 'Declined being introduced' (p. 11)
- 'You are dancing with the only handsome girl in the room' (p. 11)
- 'Not handsome enough to tempt *me*' (pp. 11/12)

Extension

Think back to work on Georgian society. What expectations are there in this chapter? How are they challenged?

Language Focus

Students should look at Austen's presentation of a large social gathering – how does she use language to create atmosphere?

Chapter 4

Written Task

Observations and appropriate quotations on Jane/ Elizabeth and Darcy/ Bingley as presented by the narrator for similarities in the 'quickness' of Elizabeth and Darcy.

Language Focus

Any sensible list.

Chapters 5 and 6

Written Task

- Mary's comments on pride include – frequency in human nature, people's tendency to see a difference between vanity and pride
- This is one of several longer 'speeches' in these two chapters that both reflects individual character and contributes to the plot
- Mary's vanity, her focus as a humorous character as she is not beautiful and not very socially confident

Extension

Marriage is viewed as a duty, not a passion, Charlotte does not have high ambitions.

Chapter 7

Written Task

Mr Bennet / Elizabeth / Lydia / Mrs Bennet / Mary

Extension

Answers should highlight how Lydia and Kitty's 'silly' behaviour may land them a husband with money.

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Chapters 8 and 9

Written Task

- Listed on p. 33
- Her own concerns? Questioning the role of women? Development of Darcy / Elizabeths' characters
- Role of women / urgency of marriage / role of men
- Tragic fate for Mary?

Extension

Students' answers should focus on Jane Austen's concerns as a writer – how does she make

Language Focus

Page 30 – comments on Elizabeths' low connections / p. 31 – comments on Elizabeth's reaction on accomplis



Active Learning Task

- Try to assign characters to relevant people. Everyone should really try to get into character
- Act out the dialogue and try to see the meaning behind the words.

Active Learning Task

- Try to write in the style of Caroline Bingley – sharp, biting, and disdainful of the Bennets

The Position of Women

(Task 1) – Accomplishment is seen as the ability to carry out unobtrusive tasks: musical, and
(Task 2) – Subordinate and superficial role.

Active Learning Task

Focus on the role of women and keep multimedia diary entries of Elizabeth's story, e.g. your feelings towards walking out alone to visit Jane. Alternatively, you could write a diary entry. Some pieces should be in Georgian English and others could be in modern-day speech. Try to have fun with it!

Chapters 10 and 11

Written Task

- Intelligence and pride should be proud of their abilities. Darcy sees pride as positive.
- Darcy suggests that he should be able to forgive others' weaknesses, he presents pride as a defect.
- Darcy suggests others should be sad to lose his good opinion. Pride is considered positive.
- Elizabeth contradicts Darcy and suggests pride is always negative.
- It is ambiguous what Darcy is saying here. Is the defect pride, or not being perfect?

Media Task

Darcy's Facebook profile at this point would show quite a surly, proud and conceited man

Chapters 12, 13 and 14

Written Task

- Outrage and anger towards Mr Bennet. Considers Mr Collins an 'odious' man.
- Deferential towards Lady Catherine, over the top
- Humorous presentation, over formal manner
- He is in 'want of a wife' from among the Bennet sisters
- Mr Bennet – quiet and sarcastic / Mr Collins – loud and obvious

Extension

Students' answers should reflect their own opinion on the changing rights of women.



Chapter 15

Written Task

'Generous' answers could focus on marrying for duty rather than love, paying a debt of sex to society. Mr Collins could include looking at his self-importance, conceit and sense of social standing. He feels inferior to Elizabeth with him.

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Written Task 2

- Narrative viewpoint – not a sensible man
- Mrs Bennet: odious, then a suitable match for one of her daughters
- Mr Bennet – odd and invasive, humorous
- Mrs Phillips – charmed by his ‘manners’

Extension

Again considering stereotype and Jane Austen’s intentions by role playing their character.

Chapter 16**Written Task**

Reward any sensible comment.

Extension

Mind maps should be simple, colourful and full of short quotations.

Language Focus

Wickham’s method of social interaction through conversation is highlighted. Elizabeth cool spirit and inquisitive. The reader can draw their own conclusions about the nature of the

Chapter 17**Written Task**

- Physical appearance can be deceptive
- Wickham seems charming, innocent and a victim of Darcy’s pride

Extension

Do students trust Wickham? Does he represent a stereotypical personality type?

Language Focus

Reward accurate quotations.

Moral Values

AO1/4 Mr Collins is pompous because of his status. It is debatable whether his moral values or whether they reflect the church’s teaching.

- AO1** (Task 1)
- Social codes for daughters must not be broken
 - Scandalous statement for a clergyman / hyperbole
 - ‘Society’ is embarrassed if they judge wrongly
 - Seen as shameful to be obliged to someone else

Active Learning Task

The most moral character is debatable. One could argue for any of the following: Jane, Bingley, Gardiners, and even Mr and Mrs Bennet to some extent.

Chapter 18**Written Task**

- Marriage in Georgian times is primarily about advancing social status. Charlotte wishes to be an ‘old maid’.
- It is the business of the mother to marry off her daughters. Perhaps she only had children to advance her social standing. She does not seem to love them.

Extension

Darcy is drawn to Elizabeth in spite of his determination not to be. His feelings on class are different when he is with her women.

Language Focus

Lists of adjectives give a cold feel, phrase ‘least dear’, metaphor ‘eclipsed’, overall sense of

Active Learning Task

Students should use their own research skills to find out about, and perform, Regency dance.

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Chapters 19 and 20

Written Task

Answers should reflect Mr Collins' pompous and unromantic reasoning.

Extension

Answers should include a good range of modern examples, and relevant quotations from

Chapters 21 and 22

Written Task

False / False / True / True / False / False / True

Extension

- a) Emotive language, sycophantic language, claiming to comfort her brother, meet friend using the phrase 'I trust', indicating the match between Mr Bingley and Miss Darcy
- b) 'Love and eloquence' Mr Collins gives a long and pompous speech to Charlotte. It is the same thing to Elizabeth days before. Charlotte is aware of his imaginary attachment
- c) Miss Bingley presents marriage as a great event for individuals and family and a prospect seems simply to be relieved to be married and comfortable.

Active Learning Task

- Charlotte Lucas's piece to camera could include her reasons for the marriage, how she views marriage and love in general, or her thoughts on Mr Collins. Elizabeth's piece could include her horror at the situation, she could be annoyed with Charlotte, or possibly even upset with her. Try to really get into character.
- These can be in modern English or in the English of the period in which the novel is set.

Chapters 23 and 24

Written Task

Answers should reflect the interactions between the characters and the levels of sincerity

Extension

- Miss Bingley – inconsistent in friendships
- Mrs Bennet – inconsistent in anger / happiness / desires for her daughters / relationships / confidence
- Elizabeth – inconsistent in her views of Darcy/Bingley

Language Focus

Answers should reflect Elizabeth's quickness shown through sentence lengths and choice of words shown through content, style and form.

Active Learning Task

Topics to include in the letter could range from Jane's feelings to her confusion at Bingley's proposal, the style of Jane: kind, meek, always looking to see the good in every situation, perhaps

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Chapters 25 and 26

Written Task

- The marriage is portrayed as functional and loveless. There is no joy here.
- Austen is mocking the phenomenon she mentions in the opening paragraph of the novel – everyone is gossiping, but by missing out the description Austen portrays this idle gossip.
- It is clear that marriage for Charlotte is simply a stepping stone to being mistress of the house, away from her pompous father and gossiping mother.
- Charlotte wishes to be established through marriage, but it is a relief to her not to be alone.

Extension

Jane's feelings are able to be interpreted by the reader before being commented on by others. This adds realism and mimics the way things of real life. It reduces the need for the omniscient narrator. Differing points of view are used to create a whole from different character perspectives.

Active Learning Task

- The Gardiners are crucial to the novel because they come from outside the world of the novel and give the impetus for Jane and Elizabeth to travel, Jane to London and Elizabeth to Derbyshire. They are crucial as they are the means through which Elizabeth and Darcy reunite. Mr Gardiner shows himself as a changed man.
- On another level, the Gardiners also act as surrogate parents for Elizabeth, showing her how to be different with a more appropriate upbringing.
- They also show that people from lower-class backgrounds who work for a living can be of higher birth; this is something that turns the social class system on its head and shows the rules of her society.

Language Focus

Satire of first paragraph of Chapter 25 – complex sentences reflect Mr Collins' pompous, self-righteous and ill feeling – reported speech. Brief description indicates a loveless marriage.

Writing Task

Students should use their own written language to write the paragraphs using a range of vocabulary and an appropriate use of narrative techniques.

Active Learning Task

Try to speak in the style of the character. You could include why you do not like Jane, what you think she is capable of as a wife, what you think about Darcy, etc.

Chapters 27–29

Written Task

Answers should be detailed and follow a clear point, evidence, explanation format.

- Lady Catherine is patronising and enjoys feeling superior
- She does not welcome guests but wishes to make them feel as if she is doing them a favour
- She is selfish and demanding
- She shouts above everybody else

Extension

Notes should reflect an understanding of the role of Lady Catherine in reinforcing the social hierarchy of Georgian society.

Language Focus

Accurate quotations should be rewarded.

Social Status and Wealth

AO1 – Lady Catherine's views on social status / Mr Collins – with Lady Catherine's views / Miss Bingley's views on social status / Mr Darcy – with interest

AO1 – (Task 2) – Austen observes and satirises but it is debatable whether she is criticising the social class system and Elizabeth marry well, fulfilling the expectations of society and raising the social status.

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Active Learning Task

Examples could include: the Gardiners, who work for their living, are better people than Catherine, Elizabeth and Darcy's relationship defies social convention as she is much lower are of higher social standing than the Bennet sisters but they are rude and horrible.

Chapters 30–32

Written Task

- Sending your card ahead to social functions / letter writing / formal visiting / balls / / role of ladies, etc.
- Formal/informal speech and writing. Ceremonies and formal events, etc.
- Even upper classes less common (e.g. Paris Hilton!)

Extension

Answers should focus on double meaning and use a point, evidence, explanation format.

Chapters 33–34

Written Task

- Excited as the love affair begins, but surprised at his awkwardness and patronising tone
- The reader suspects that there may be more to Darcy than meets the eye, but follows Elizabeth's lead and
- sympathises with Elizabeth
- At least four points of contrast

Extension

A logical plan needed backed up by quotations from the text.

Language Focus

Focus on Darcy's overly formal style, his complex vocabulary and his prosaic essay-style approach to writing.

Media Task

Whether the student prefers the textual or the 2005 film version is a matter of how the student justifies their preference. Many people prefer the text as it is uniquely Austen between the characters and the original is often the best. The film version dramatises the story and even has the weather turning stormy to reflect Darcy's stormy mood. While some might prefer the film, the text is often the best choice for a student writing an essay.

Chapter 35

Written Task

- Letter still contains some arrogance, particularly over the issue of class.
- Emotive language / complex sentences / punctuation / persuasive, argumentative style
- Elizabeth distrusts most people, so it will take her a while to change her mind about Mr. Darcy with Jane.

Extension

The epistolary form allows Darcy to fully demonstrate his viewpoint and makes his declaration more powerful and less ephemeral. Elizabeth can take her time and reread his letter in order to make her decision.

Language Focus

The reader has more sympathy for Darcy as he appears to have serious intentions and pours out his feelings onto paper. His writing style is still polished in places, but not perfect.

Media Task

The student should use their **critical thinking** skills to find blogs about Darcy's letter. Their blog – it should follow the **conventions** of that type of writing. The important thing here is to read them, and **try** to understand the conventions of that media.

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Chapters 36–38

Written Task

- Elizabeth's view of Darcy changes from hatred to confusion to grudging interest
- She reconsiders Wickham's character and how quickly she has listened to the gossip
- Well-referenced personal opinion needed to complete these sections

Extension

Women are property / women are less beloved than sons have by their parents / women must follow rules and expectations.

Active Learning Task

Your dialogue could include how you feel at being wrong, how you have been deceived about Darcy or how you feel otherwise that you feel. The important thing here is to be able to get into her mind. Using modern English shows an understanding of the text.

Chapters 39–41

Written Task

- Modal verb 'must' / personal pronouns – effect = Lydia expects others to give her money to then spend again
- Imperative verb / negatives – effect = Lydia orders others around, is frivolous
- Simple sentences / insulting language – effect = Lydia sees the world in a very simple way of their appearance.
- Italics / colloquial language – effect = Lydia is selfish, fickle and rude
- Emotive language / insensitive – effect = Lydia can't be trusted

Extension

Lydia wishes to be free from social convention and have her ego attended to by flirting with Mr. Wickham. Naive.

Media Task

Try to capture Lydia's character in the 19th-century profile. She is showy, self-involved, fashions her own image. Hashtags could include things such as #wicky #imgettingmarried #ribbon #officers

Writing Task

Elizabeth feels responsible for Lydia although she is annoyed by her. Lydia gets frustrated with her as being boring and stuck in a rut. The important thing here is to use as wide a variety of words and punctuation in your writing as possible.

Chapters 42–43

Written Task

Any sensible quotations acceptable

Extension

Elizabeth shows herself to be impressed by wealth and good taste. This is new. Darcy's home

Language Focus

Poetic content and descriptive passages contrast with direct and dialogue. Elizabeth seen

Media Task

Students should use their own research skills to find out about Pemberley's presence on the map. The interest in Pemberley and how it shows that we as a nation are still determined to endure with

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Chapter 44 and 45

Written Task

Any sensible quotations and evaluations appropriate.

Extension

Focus on vanity and pride and rivalry in obtaining a marriage partner.

Chapter 46

Written Task

- Lydia is very young / she is immature / she is not definitely engaged and therefore
- Elizabeth has prided herself on being distinct from her family but her sisters and her sister's husband's class is so important to Darcy she reveals that good breeding is
- Wickham is in the army and in the army / Lydia is naive. Weddings are seen as public occasions.
- Personal opinion should be detailed and logical.

Extension

Elizabeth's changing feelings are surprising. One reading could be that her character is revealing could be that she is just conforming and becoming like everyone else.

Writing Task

What is important here is that the student develops an individual personal response to the text about Lydia's elopement. She can be seen as silly, rash and immature. She could also be seen as her passions. Or perhaps she is a combination of all of these things. Make sure to use a wide vocabulary and different types of punctuation in the answer.

Active Learning Task

This task asks the student to think about how Lydia and Wickham have when they are together. They should be imaginative and be true to the characters' personalities. The important thing here is to think about the relationship between Lydia and Wickham. Using the dialogue also brings the relationship to life. In other dialogues, students can see other characters' views.

Active Learning Task

- Darcy's list could include: how have I been so stupid as to let this happen again?; why did I not see Wickham's true nature?; how will this impact on Elizabeth?; I hope Elizabeth will not marry Elizabeth now?; what a silly girl Lydia is; I cannot believe Wickham.
- Elizabeth's list could include: Lydia why do you do these things that damage us all?; why do people about Wickham's true nature?; all our futures are ruined if she does not marry Wickham now?; Darcy wants to get as far away from me as possible.
- The main misunderstanding that occurs is that, when Darcy leaves very quickly, Elizabeth stands to be around her any more as she is shamed by Lydia's behaviour. However, it is because he wants to get to London as soon as possible in order to save Lydia's reputation (and his own) by persuading Wickham to marry her.

Chapters 47 and 48

Written Task

Any sensible quotation and explanation valid.

Extension

Blame can be placed on Lydia herself for being foolish and selfish. Wickham for being manipulative for not speaking out, Mrs Bennet for encouraging her, Mr Bennet for neglecting her, Mrs Gardiner as a whole for encouraging her obsession with army officers. Valid reasons should be given.

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Chapters 49 and 50

Written Task

- Mr Wickham will become richer / Mr Bennet will pay a monthly allowance and Mr C.
- Marriage is for family status and reputation.
- Mr Bennet wishes to show his daughter he is angry with her.
- Mrs Bennet forgets the crisis and wants to spend money foolishly.
- Unmarried daughters will decrease their status as will scandal

Extension

A range of answers possible here. They must be backed up with effective quotations.

Chapter 51

Written Task

Hierarchy should reflect the changing status of the family.

Active Learning Task

What is important in this task is that the student connects with the character of Wickham and his connection to develop. The student must understand Wickham's personality enough to place him in a modern-day setting. As examples, Wickham would probably drive something like an Audi or a Range Rover like his personality. He might shop for groceries somewhere like Tesco as it is cheap although he might use Ocado. He would probably wear something flashy and smooth like a Ted Baker velvet jacket. His car would probably be something popular with little depth. The important point with this task is to have students talking about Wickham's personality.

Chapter 52

Written Task

- Elizabeth again has a chance to react objectively rather than emotionally.
- The letter does slow down the action, but allows for reflection.
- Private communications develop character away from other characters, in Elizabeth's case, her own is created.
- Personal opinion must be backed up by evidence.

Extension

Darcy 'swallows his pride' in this chapter. He draws closer to Elizabeth.

Active Learning Task

The diary entry could include: Elizabeth's feelings of confusion and gratitude, her hopes that his help helped her family shows that he still wants her, how much she now cares for him, how she is thankful she truly is for his help.

Chapters 53 and 54

Written Task

- Elizabeth feels a grudging admiration for him, and is beginning to fall in love.
- Mrs Bennet is excessively rude and really embarrasses Elizabeth.
- The reader knows what Elizabeth knows and so Mrs Bennet appears ignorant.

Extension

Darcy is at the other end of the dining table, looking at Elizabeth. He and Elizabeth are still separated physically.

Chapter 55

Written Task

- They are trusting
- Their match is seen as prodigious by society
- They are patient/willing to tolerate Mrs Bennet's interference
- They are shy and have not been open or honest with each other

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Extension

Mrs Bennet is a satirical character who represents society's fickleness and intrusion. It is on any of the character's relationships.

Active Learning Task

The important point in this task is to discuss opinions about Jane and Bingley's relationship, more important than developing personal opinions in the first place. Responses to the character of Jane are lovely because she is so nice and naïve. For others, she could become annoying and boring. Bingley is very similar in character to Jane: not 'far' from being gullible, easily led, and so on. The relationship is not as dynamic and dramatic as that of Elizabeth and Darcy's partnership. Some might view this as a bad thing, others might appreciate the simplicity of Jane and Bingley's relationship. The task is to discuss opinions about the characters in order to develop personal opinions.

Chapter 56**Written Task**

- Inspecting rooms / insulting the size of the property / ordering the family around / ...
- Darcy and Lady Catherine's daughter are cousins – their wealth will be kept in the family
- Her pride makes her a comic figure. However she does have the capacity to ruin lives

Extension

Answers should involve close language analysis of the dialogue between Lady Catherine and Elizabeth.

Chapter 57**Written Task**

Any sensible quotations and explanations acceptable.

Extension

Short essays on the role of religion, particularly judgement and Christianity. Some consideration of Lady Catherine. His own personality is also described by Austen as 'stupid'.

Chapter 58**Written Task**

Detailed quotations / well-illustrated mind map appropriate.

Chapter 59**Written Task**

- Jane, surprised but then pleased that Elizabeth has seen the best in someone
- Mr Bennet, very fearful at first that Elizabeth might be unhappy
- Mrs Bennet, shocked then happy at an advantageous social match

Extension

General trend for Darcy from proud and arrogant to elegant, intelligent and stately.

Active Learning Task

The dialogue could include: Darcy asking for Elizabeth's hand in marriage, his reasons for asking, Elizabeth's response, any counter-response from Darcy, and then perhaps any other comments. The dialogue could be written in different ways. Mr Bennet could simply agree and not ask any questions, or he could be confused and demand to know why Darcy would like this. Darcy could be calm and composed, or he could stutter. Each way of writing the dialogue is acceptable.

Writing Task

The marriage announcements should be formal. They should begin 'Mr and Mrs Bennet have the pleasure to announce to that effect. Titles: Miss for the ladies and Mr for the gentlemen.

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Active Learning Task

The important point in this task is to connect with the character of Darcy in order to understand his personality; his personality can then be transposed into modern-day life. The answer is not in connecting with the character. However, as suggestions, Darcy would probably drive a sports car, have an iPhone: simple, classic, timeless. He would buy Savile Row suits of good quality from Waitrose. However, this is just one imagining of his character in the twenty-first century.

Chapter 60**Written Task**

- Lady Catherine brings them closer together. Darcy has already worked through similar issues.
- Mr Collins is not allowed to marry. He is told curtly to support the nephew. The flowery language is not appropriate.
- Practical conversation – ‘love’ not in the modern sense but more to do with respect.

Extension

Darcy remains aloof / mysterious character. His need for privacy is respected by Elizabeth in a sycophantic way as other women.

Active Learning Task

Students should use their own research skills and their imaginations to design a Regency house.

Chapter 61**Written Task**

Any sensible quotations backed up by evidence of own opinion appropriate.

Extension

Despite the ‘love’ story, it suggests Jane Austen views marriage as a business arrangement.

Active Learning Task

Austen ended her novel in the way that she did for several reasons. Firstly, the plot is nice and neat; all parts are neatly concluded. This gives the reader a nice sense of closure. Secondly, all the challenges in the text are nicely emphasised by the ending. The important thing here is the ending of the text and whether it challenged the ideas of Austen’s time. It can be argued that the social class system is challenged as Elizabeth is allowed to marry Darcy. However, gender roles return to normal.

Media Task

This task involves going to www.prezi.com and making a Prezi that shows Elizabeth and Darcy’s relationship. You can use any template that you wish to use or design your own. You can do something completely unique. Make sure to represent the key stages in their relationship: conversations at Netherfield when Jane is ill, the Netherfield Ball, Hunsford and Rosings, Lambton, Elizabeth finding out that he helped Lydia, their conversation about their relationship.

Plot Quiz**Love and Marriage****AO1 Marriage?**

- Mr and Mrs Bennet – dysfunctional – Mr Bennet cruel, Mrs Bennet hysterical
- Mr and Mrs Collins – loveless – live in separate rooms of the house
- Mr and Mrs Wickham – fading passion; dramatic irony – source as reader knows
- Mr and Mrs Gardiner – happy and communicative
- Mr and Mrs Bingley – naive happy couple
- Mr and Mrs Darcy – strong, intelligent and defiant of society

AO2 Marriage – is it for love, respect, social status or wealth?**Active Learning**

Marriage is a legal contract, marriage is an equal partnership, marriage is a partnership where the man, marriage should only be entered into for love, marriage is more about security than love, married in order to be financially and socially secure, women do not necessarily need to be married to be financially and socially secure, society to Austen’s world, where women who did not marry and who did not have male support were in financial and social ruin.

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Considering the Themes

- AO1** Quotations should be drawn from across the whole novel.
- AO2** Themes of prejudice and pride run through whole novel – characters, setting, suffering from these traits as are a number of individuals.

Active Learning Task

Characters that changed the most are Elizabeth and Darcy. Elizabeth got rid of her prejudging the characters of Darcy and Wickham. Darcy got rid of his prejudices when he saw that he was not being gentlemanly in his first proposal. Students can also suggest other characters, for example, Lady Catherine – although Elizabeth and Darcy should form the main discussion.

Mind Mapping

A detailed graphic organiser with quotations is appropriate.



Whole-Text Activities

Setting Activities

Active Learning Task

- Longbourn:** Small, provincial, close-knit, lots of gossip, rural. Highlights the rural nature of the novel.
- Meryton:** Slightly bigger, shops, militia. Important as this is how the sisters meet Wickham.
- Netherfield:** Larger house, estate, sophisticated. Important in developing Jane and Bingley's relationship.
- London:** Large, lonely, full of vice and temptation. Important in highlighting social class differences.
- Rosings:** Ornate, overly opulent, stuffy. Important in highlighting Lady Catherine's character.
- Hunsford:** Simple, modest, pleasant. Important in showing Charlotte's marriage and relationship with Darcy.
- Lambton:** Wholesome, rural but without gossip, beautiful. Important in developing Elizabeth's relationship with Darcy.
- Pemberley:** Awesome, sublime, rugged, without artifice, pure, true. Important in developing Darcy's relationship.

Media Task

The important point here is to try to write in a style appropriate to a blog post. Think about how Meryton is acceptable.

Writing Task

This is a very personal question that demands a personal response to the text. Any location point is to develop a personal response and to use as many different sentence structures and vocabulary as possible.



Media Task

The 1990s TV adaptation portrays Pemberley as a stone building set in beautiful yet semi-rural landscape. It is not superficial. Whether or not you saw Pemberley in the TV adaptation, think about your personal viewpoint. The important thing is to start talking about your responses to both the novel and the TV adaptation.

Active Learning Task

This task requires a personal response where students have to think about and discuss the novel. There is no right or wrong answer. The important thing is to justify your position and discuss it with others.

Ideas and Messages Activities

Active Learning Task

Appearance versus reality is a major theme of the novel. This theme occurs when Elizabeth misjudges Darcy, when Lady Catherine misjudges Elizabeth, and when Jane misjudges Darcy. It is not how they appear to be. Many characters make prejudiced judgments on others because they judge others on first impressions. Characters such as Wickham and Darcy are not as they appear to be. Characters such as Darcy are shy and snobbish. Austen is warning the reader that things are not always as they appear to be; we must understand the truth of a situation before we make judgments and form opinions.



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Writing Task

The important point here is that the student researches and writes about the French Revolution. Facts could include the Revolution starting in 1789, the initial enthusiasm by poets such as Blake, the Revolution on the individual and equality for all, the subsequent discussions around equality, the way English society felt about the Revolution as it descended into the Terror, and the fears of the French Revolution.

Media Task

Jennifer Ehle portrays Elizabeth as older than Knightley's character. Ehle's portrayal is of a woman who is old enough to know her own mind, is pretty in a womanly way, and sparkles with wit. She is older than the younger more impressionable woman. Your answer to the question and why are both personal opinions and a personal response to the text so each opinion is equally as valid as long as it is justified.

The Writer of Language Activities**Active Learning Task**

The novel does not contain very much symbolism, perhaps due to the large amount of detail. The truth lies in reality not appearance. There are a few examples, though, such as Pemberley being pure and free from superficiality; it is a sublime place where art and nature meet in peace. The lake is a symbol of Darcy's growing love for her. The Collins' house and garden are symbols of the family's status.

Media Task

Their dancing is flirtatious in that they exchange witty and sharp remarks as they perform. The words flow between them. The interruptions when other people take their places in the dance highlight the chemistry and dramatic tensions between them.

Active Learning Task

The motif of travel, in the novel, signifies change. Travel is used as a way to develop the plot and to reveal the truth of a situation. Examples include: Elizabeth having to travel to Hunsford to discover the truth about Mr. Collins, travelling to Brighton and eloping, and Elizabeth travelling to Derbyshire in order to realise her feelings for Darcy.

Form Activities**Active Learning Task**

Students should use their research skills to find out everything they can about the novel's rise in popularity in 19th-century England, the novel as a form of popular entertainment, and the novel's influence on everyday life. Limitations of the novel form include a lack of different narrative voices and a limited range of characters.

Active Learning Task

Students should read the chapter aloud and consider the narrative voice. This is an omniscient narrator who effortlessly glides in and out of the minds of the characters. Positives include an overarching view of the story and a seamless way of moving along the plot. Negatives include not being able to see the characters and not being able to obtain depth of character development.

Writing Task

Students should use their own skills to decide which type of narrative voice they would use to tell the story of *Pride and Prejudice*. They could choose an omniscient narrator or a first-person narrative or a mix of the two. What is important is that they use different types of narration in a creative and thoughtful way.

Structure Activities**Active Learning Task**

The novel is divided into three volumes to show the three phases of the novel: the time of strangers, the time of journeying, and the time of Longbourn residents travel outwards, and the resolution of the misunderstandings. One could also view it as the volume of prejudice, the volume of resolution, and the volume of marriage.

Media task

This task should focus on the personal opinions of the student. The blog can be structured to focus on the personal opinions of the student. What is important is that the student engages with the novel and imagines it restructured.

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Context Activities

Active Learning Task

This question asks for a personal response to the text. The presence of the militia might be a threat, or even perhaps safe in the knowledge that the rural town was being protected. They do not notice the militia appear to be a little uneasy. However, most of the characters do not react with fear. Other characters such as Lydia and Kitty positively welcome the presence of the young soldiers.

Active Learning Task

Students should use their own research skills to find out as much as they can about Austen's life, which her life is reflected in the novel. Jane was the second of five children from a large family and she was very close to her sister Elizabeth. When Jane's father died, her mother and sister and herself were on their own. This is what Mrs Bennet fears would happen to her daughters if her husband were to die before they were married.

Active Learning Task

Students should use their own research skills to find out as much as they can about the Romantic movement that encompassed a number of ideas surrounding the individual and the novel within the sublime nature of Pemberley, where art meets nature and where pure nature meets opulent artifice. The importance of the individual is also reflected in the choice of the novel's title; the novel by nature tends to focus on the thoughts and actions of individuals rather than on the actions of the state.

Writing Task

Students should use their own research and writing skills in order to complete this task.

Note:

These answers are brief and need to be supplemented with a teacher's own subject knowledge. Some students may need to be pointed in the right direction to find quotations in order to complete the worksheets.

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