

## PART TWO: The pupils' worksheets

### COMPARISON AND PRESENTATION OF JANE AUSTEN'S LIFE AND WORK AND ITS ADAPTATIONS

Orientation	Step 1: formulating the question of your research. What do you already know about the subject? What material are you going to use to do the task?
Preparation	Step 2: planning your research
Carrying out the research	Step 3 : carrying out your research
	Step 4: revising your plan/research
	Step 5: processing data
Presentation	Step 6: reporting your findings
Reflection	Step 7: looking back

#### Step 1: ORIENTATION: formulating the main question of the research

- Pupils do a project on why and how the life and works of Jane Austen have been adapted for the screen.
- How do scriptwriters go about their work and often take liberties with the truth, or the original story in the book. First think of other examples of books and films you have read and watched.  
What may have been their reasons for certain decisions they make?  
How do TV-adaptations differ from film versions? Why?  
Also think of endings that are sometimes completely different from the book (or other adaptations).
- What kind of information helps you to decide on which book to go for book? Let's think of possible themes, but also have a look at some websites .
- Complete the information chart with the help of the English wikipedia:  
[www.en.wikipedia.org](http://www.en.wikipedia.org) , + any other website you find useful and informative: e.g. [www.janeaustensoci.freeuk.com](http://www.janeaustensoci.freeuk.com),  
[www.pemberley.com](http://www.pemberley.com) or [www.janeausten.co.uk](http://www.janeausten.co.uk). Then decide which topic you would like to choose.
- Before you fill in the survey, **tick** any of the following factors that helped you decide:
  - a picture of the cover
  - the summary
  - the number of pages
  - the opinion of a friend
  - two reliable reviews
  - a film version you may already have seen

- Now fill in the chart:

	What I already knew	Brief summary of the plot (not the whole story yet)	Main characters	Two recent adaptations	Any other information
Pride and Prejudice					
Emma					
Persuasion					
Sense and Sensibility					
Biopic					

### Step 2: RESEARCH PLAN

When carrying out a project in a group, you should list the possible tasks and decide on who will do what and when.

Hard copy resources: monolingual and bilingual dictionaries, encyclopaedias, textbooks, newspapers, magazines, reference books, reviews...

Digital resources: on line dictionaries, the web, CDs, TV and radio, DVDs ...

Reality: people you can ask for extra material...

Division of tasks: fill in log, in the shape of a group contract.

**Group contract**

- *The aim: The aim of this task is for you to plan some work and to help you to keep to your goals.*
- *Fill out the contract below. You can discuss it with your teacher.*

Partners:					
Who is going to do:					
Task	Name	Feedback given	Task	Name	Feedback given
We would like to share the results of our work with other class members in this way:					
We are going to give each other feedback on: _____ (date).					
We are going to finish our work on: _____ (date)					
These are the criteria for evaluation:					
Signed by the group:			Signed by the teacher:		

### Step 3: RESEARCH

You are now actually going to collect all the material you believe will be useful, new to you and your classmates and stimulating in any other form.

Which sources of information have you used? Which ones did you find most useful? Explain why. (See log in Step 2)

Collecting material

- Decide on various other ways of collecting material for your presentation. These may include following four tasks:
  - a Write to the Tourist Office of Winchester and/or to the Jane Austen Society in Bath, or the Jane Austen museum in Chawton requesting a survey of existing material about Jane Austen films and other adaptations (e.g. audiobooks) . Go through the instructions on how to write a formal e-mail in your Student's Book.
  - b Enquire if your teacher can give you any extra documents. You could also ask any other people you know that have useful material.
  - c Check if the school or local library has any more material in English. They may have an encyclopaedia, e.g. and most of the novels + a series of DVDs.
  - d Consult the following websites and take notes on what could be useful and interesting for the presentation:

[www.janeausten.co.uk](http://www.janeausten.co.uk)

[www.jimandellen.org/austen/janeausten.onfilm.html](http://www.jimandellen.org/austen/janeausten.onfilm.html)

[www.jane-austens-house-museum.org.uk](http://www.jane-austens-house-museum.org.uk)

[www.youtube.com](http://www.youtube.com)

Think of details that will enliven your presentation (like the novels themselves, picture postcards, posters, a map, pictures of the costumes worn at the end of the 18<sup>th</sup> C- early 19<sup>th</sup> C, etc), but also of practical data like places and museums you recommend for a visit, the accessibility of these museums, addresses etc.

### Step 4: REVISION

In this phase you're going to have a critical look at how much progress you have already made, what needs to be corrected, added or scrapped.

- Checklist

Before you actually start writing and organising the presentation, tick off the following items from the checklist. Refer to the Group Contact you had made up earlier.

	Very well	Well	Could be better	Not at all
I have managed to finish my tasks on time.				
I have managed to find the information I was looking for.				
Most of this information will be useful for the end product.				
I have ordered my notes carefully.				
I understand all the words and phrases I need and I know how to spell and use them correctly.				
I have looked up words and phrases I wasn't sure of.				
I have made a list of what I need to do next.				
I have told the rest of the group what I still want/ need to do.				

- The tasks you still need to do include decisions on lay-out, additional material (photographs, audio and visual material, etc), typing out the text, preparing the presentation (content and technology). Agree with each other on who does what and when.

	Task(s) still to do for the brochure	Task(s) still to do for the presentation	Date
Pupil one			
Pupil two			
Pupil three			
Pupil four			

- Analyse your sources and answer these questions:
  - Which sources of information have you used? Which ones did you find most useful? Explain why.<sup>1</sup>
  - Have you collected too much or too little information?
  - Are your data reliable? Think of the criteria you find below and add a brief comment:

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<sup>1</sup> At this stage you must show your teacher at least one non-digital and two digital sources you have used.

- a. is the website or any other source up-to-date?
- b. are the data provided by an amateur, by a professional or any other official expert?
- c. what language was used in the sources you consulted?
- d. did you find any conflicting information?

### Step 5: PROCESSING

There are different ways to present your result:

- a live presentation: a presentation, a discussion, a role play...
- a hard copy presentation: a book, a brochure, pictures, an exhibition, a poster...
- multimedia: a DVD, a CD, a PPT, a website...

- Decide on how are you going to introduce your result? Why? (see log)
- Write a first draft. You hand it in to your teacher for improvement and further advice, e.g. on how to improve the introduction, insert footnotes, add a short bibliography etc. This version is typed out. Your teacher hands it back within a time period you have agreed on.
- Make sure you use a spell checker before you hand it in.
- Use a good dictionary, preferably a monolingual one. They are a mine of information, which will give you the definition of a word, a phrase, an expression, etc., in a the context where you have found it. It will also tell you its correct pronunciation, word class, possible collocations and examples of how they are used. It will help you improve your style and quality of the language you will use in the presentation
- Therefore, make up a list of words or collocations (= phrases) from the texts you read which were new to you and which you regard as worth remembering and useful for your brochure and/or presentation Find their definitions and examples of usage in an online dictionary. Your teacher will give you advice on this.

Recommended online dictionaries (all of which are free):

[www.ldoceonline.com](http://www.ldoceonline.com)

[www.dictionary.cambridge.org](http://www.dictionary.cambridge.org)

[www.oup.com/elt/oald/](http://www.oup.com/elt/oald/)

[www.m-w.com/dictionary](http://www.m-w.com/dictionary)

[www.thefreedictionary.com](http://www.thefreedictionary.com)

*By way of demonstration, we have looked up the word 'Regency' for you.*

WORD	DEFINITION	WORD CLASS	COLLOCATIONS	EXAMPLES	TEACHER'S COMMENTS

Regency	Period of government by a Regent. In England it refers to the early 19 <sup>th</sup> Century.	Noun	Regency fashion; Regency style; Regency buildings, Regency period	Chawton House was built in the Regency style.	

**Step 6: PRESENTATION**  
**This contains the conclusions of the research and adds other examples beyond Jane Austen.**

- Each group makes the final preparation of the presentation. Formulate your conclusions in a clear and unambiguous way.
- Here you should add other examples of (recent) films and other adaptations that use the same methods, for the same reasons. This should include work by other writers, old and new.
- Report the results of your study in a creative and interesting way. Each group has chosen a particular format to do this in. They should use varied material and make sure that the other groups get a handout with a survey, some extra material available (e.g. in the form of a bibliography)

The group takes it in turns to do the actual reporting to the rest of class. They do not read from their paper, which only contains keywords.

### Step 7: REFLECTION

In the final stage, your work will be assessed in a number of ways. You should also add some different points of view on the results you have arrived at in the course of your study.

- Hand out a brief summary (maximum 3 typed pages) of the findings of your research. It should contain a table of contents, a bibliography and make note of similar or different conclusions by other people on the same subject. For this, you may refer to a review, e.g. or a specific essay or book written by other people with similar or other points of view.
- Make an assessment of the work done by yourself and your fellow pupils. Be fair and follow the criteria used in the schemes below.

#### a. Self evaluation

#### ***How did I work in this group?***

- *Aim: Looking at how you work in a group and thinking about improving your participation.*
- *Instructions: Work individually and complete the form. Read each statement below and tick the right score.*

*0. not at all    1. not much really    2. a bit    3. a reasonable amount    4. yes, quite a lot    5. yes a lot*

<i>Statements</i>	<b>SCORES</b>					
	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
I contributed a lot to this activity.						
I listened to everyone in my group.						
I encouraged other group members to participate (by asking questions, etc.)						
I encouraged people to use English.						
I felt comfortable and accepted in my group.						
I asked for explanations when I didn't understand.						
I explained things to someone else who didn't understand.						
I learned new things by participating in this group activity.						
I enjoy working in small groups on activities like this.						

- *Now look back at the statements where you scored yourself with a 3 or less. How could you improve your group skills the next time you work in a group? Write 3 ideas here. (e.g. I could encourage other people to participate more.)*

*e.g. I needed too much time for my task and had to work on it at home. Perhaps I could have asked my teacher to help me with the translation work.*

(a)



(b)
(c)

- *Your role:*  
*How would you describe your role in the group?*

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- *What other role could you play in your group which might improve your learning?*

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## REFLECTION ON INDIVIDUAL WORK

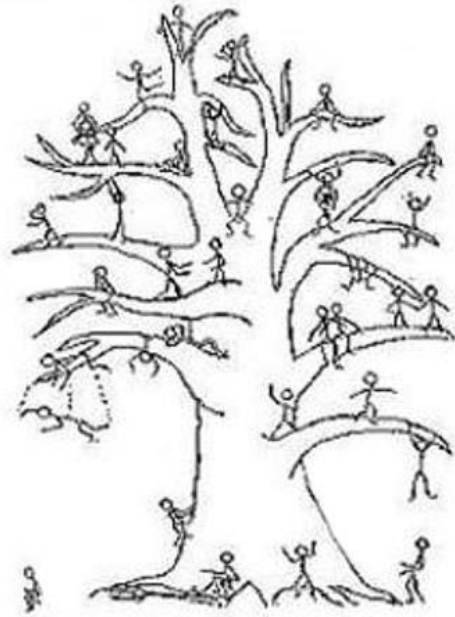
I did task:
Which skills did I practise:
What language (grammar, vocabulary, new phrases) have I learnt?
What other information have I learnt?
What was difficult?
What was easy?
What did I particularly enjoy?
Why?
What didn't I enjoy?
Why not?
What do I need to work on next time?
Teacher's comments:

## REFLECTION ON GROUP WORK (THE GROUP TREE)

- *Aims: In this task, you think about how you and your team worked together.*

*Here is a tree with lots of people on it.*

*The tree can be seen as a representative of your group as they worked together (or didn't) on your task. Look at the tree and choose people who you feel represent your roles during the group work. Write on the tree:*



- Your name showing who you were while doing the group work.
- The names of the other people in your team.
- Which person you would like to be in a future group task.
- Where you would like your other team members to be as you work together on another task.

- Now write a reason for each of your answers.

a
b
c
d

- *Discuss your choices with your group: were your impressions of each other the same? Why? Why (not)?*

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How could your group roles be improved?

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**b. Peer evaluation**

*Make an assessment of the work done by your fellow pupils, based on the presentation. Be fair and give them a mark (out of ten) for each of the following criteria.*

	Group 1	Group 2	Group 3	Group 4	Group 5
I have learnt a lot from the presentation.					
The presentation was clear and well-structured.					
The language used was correct and I understood most of it clearly.					
It was original and stimulating.					
Teacher's comments					

**c. Teacher's evaluation**

*Your teacher will give you his/her marks based on the same criteria as those used in the peer evaluation.*

# How to make a bibliography

A **bibliography** is a “user-friendly” list of the sources used in your essay – for any direct quotations, or any facts or opinions not generally known and accepted. It should be easy for the reader to locate your references.

Whatever the type of source, you need similar **basic identifying information**:

- names of authors, editors or composers, in full: use the UTLibrary catalogue as a format guide
- titles and subtitles in full
- for a book: city, publisher and year of publication from the front or back of the title page
- for a journal article: article and journal titles, volume/issue number, year, and inclusive paging
- for sound recordings: performers, identifying label numbers, and year from the disc or insert.
- for internet resources: the URL and the particular date on which you took your notes.

Format this information in entries with a **consistent** typographic style and list the entries alphabetically. Sound recordings can be included, or grouped in a similar list called a **discography**.

## Basic entry formats

- A book:

**Author’s last name, first name. *Book Title*. City: Publisher, Year. [Indent lines after the first one]**

Campbell, Patricia Shehan. *Teaching Music Globally: Experiencing Music, Expressing Culture*. New York: Oxford University Press, 2004.

- An article in a journal:

**Author’s last name, first name. “Article Title.” *Journal Title* volume/issue number (Year): pages**

Tomlinson, Gary. “The Web of Culture: a Context for Musicology.” *19<sup>th</sup> century music* 7/3 (1998): 350-62.

- Grove Online:

**Author’s last name, first name. “Article Title.” In *Grove Music Online* ed. L. Macy <http://www.grovemusic.com> (Accessed Date Month Year)**

Salgada, Susana. “Williams, Alberto.” In *Grove Music Online* ed. L. Macy <http://www.grovemusic.com> (Accessed 24 August 2004).

- A sound recording:

**Composer’s last name, first name. *Work title*. Performers. Label numbers, date.**

Kancheli, Giia. *Trauerfarbenes Land*. Radio Symphonieorchester Wien, Dennis Russell Davies, conductor. ECM 1646, 1998.

OR

**Performer’s last name, first name. *Album title*. Label numbers, date**

Marsalis, Wynton. *On the Twentieth Century*. Sony Classical SK 47193, 1993.

- A book by more than one author:

Hutcheon, Linda, and Michael Hutcheon. *Opera: the Art of Dying*. Cambridge, Mass.: Harvard University Press, 2004.

- A book edited by one or more editors:

Crist, Stephen A., and Roberta Montemorra Marvin, eds. *Historical Musicology: Sources, Methods, Interpretations*. Rochester, N.Y.: University of Rochester Press, 2004.

- An edition of a book later than the original one:

Phelps, Roger P., et al. *A Guide to Research in Music Education*. 5th ed. Lanham, Md.: Scarecrow Press, 2005.

- A chapter from a collection by various authors:

Harris, Ellen. "Harmonic Patterns in Handel's Operas." In *Eighteenth-century Music in Theory and Practice: Essays in Honor of Alfred Mann*, edited by Mary Ann Parker. Stuyvesant, N.Y.: Pendragon Press, 1994.

- A musical score:

Cable, Howard. *Scottish Rhapsody: a Rhapsody on the Songs of Robbie Burns*. Toronto: Northdale Music Press, 2000.

- A musical score edited by a scholar or performer:

Waller, Fats. *Performances in Transcription, 1927-1943*, edited by Paul S. Machlin. Recent Researches in American Music, v. 41. Middleton, Wis.: A-R Editions, 2001.

- Notes with a sound recording:

Linke, Norbert. "The Special Place of 'Der Zigeunerbaron' among Strauss' Operettas." With Strauss, Johann. *Der Zigeunerbaron*. Wiener Symphoniker, Nikolaus Harnoncourt, conductor. Teldec 4509-94555, 1995.

- Internet resources:

The University of Toronto Libraries, Memorial University Libraries and the Bibliothèque de l'Université Laval. *Labrador Inuit Through Moravian Eyes*. <http://link.library.utoronto.ca/inuitmoravian/index.cfm> (Accessed 30 October 2006)

These examples generally follow *The Chicago Manual of Style* [Music Reference Z253 .C45].

When you examine the bibliography in any book, dictionary, or journal article, you should be able to observe an internal consistency, though you will see differences from the above examples in the styles of punctuation, typography, arrangement of information elements, and fullness of entry. Your instructor may suggest a preferred style as part of the course information. Scholarly associations and journals indicate which style manual source is used in their disciplines.

## Exercise

Change the list below into a BIBLIOGRAPHY according to the rules above. The first few have been done for you, by way of example. Consult your hard copy list of reference work (provided by teacher, library etc) + reliable internet resources. In many cases [www.amazon.co.uk](http://www.amazon.co.uk) or [www.play.com](http://www.play.com) will give all the information you need.

### Examples:

Jenkins, Elizabeth *Jane Austen – A Biography* ( Indigo, 1938)  
Jenkins, Elizabeth *Jane Austen – A Biography* ( Naxos Audiobooks, 2000)  
Sanderson, Caroline *A Rambling Fancy* (Cadogan Guides, 2006)  
Shields, Carol *Jane Austen* (Phoenix 2001)

Jane Austen A Life by Claire Tomalin (book)  
Jane Austen's Life (dvd)  
Jane Austen Pitkin Guide  
Classic Literature: Jane Austen (dvd)  
Jane Austen and Lyme Regis by Maggie Lane  
The Real Jane Austen / BBC documentary (video)  
Jane Austen – A Beginners' Guide  
How to Study a Jane Austen Novel by Vivien Jones (Macmillan study guide)  
Jane Austen; the Novels by Nicholas Marsh  
Analysing texts (Macmillan study guide)  
The Cambridge Companion to Jane Austen by Edward Copeland & Juliet Mc Master  
Jane Austen – The World of her novels by Deirdre Le Faye  
The Wicked Wit of Jane Austen, compiled by Dominique Enright  
Jane Austen's Letters, collected by Deirdre Le Faye

### Web sites

[www.pemberley.com](http://www.pemberley.com)  
[www.janeausten.co.uk](http://www.janeausten.co.uk)  
[www.janeausten.co.uk](http://www.janeausten.co.uk)  
[www.jimandellen.org/austen/janeausten.onfilm.html](http://www.jimandellen.org/austen/janeausten.onfilm.html)  
[www.jane-austens-house-museum.org.uk](http://www.jane-austens-house-museum.org.uk)  
[www.janeaustensoci.freeuk.com](http://www.janeaustensoci.freeuk.com),  
[www.youtube.com](http://www.youtube.com)