

# **Jane Austen's *Northanger Abbey* (JANA) English as a Foreign Language (EFL) Course**

A part of Classics literature novel courses

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„Thank you so much, Lubo, for your contribution to the course and serious engagement with the curriculum development topics presented each week. I really love your course topic and the deeper reflection questions you have integrated into the design. This final project really communicates your course in a clear and focused manner. I would encourage you to share this developed course with your colleagues and others who work with this same learner population. This project document can also be a part of your teacher portfolio for the future. Great work! I can see that you have definitely applied much of what you have discussed throughout this course as it relates to your own teaching beliefs and your own integration of solid curriculum development principles as evidenced by your course description in this project! Well done! God bless you and be with you in all your future endeavors!”

## **Introduction**

This curriculum project aims to provide the students in Slovakia a quite unusual possibility to learn the English language via Content and Language Integrated Learning (CLIL). Such a combination will enable the learners to go above and beyond the learning of the English language and engage with ideas about adult communication. The anticipated improved proficiency in fluency, accuracy and understanding will help the participants to get things done in the adult world via the English language. The following pages include a detailed description of the course with the intention to provide the reader with comprehensive information explaining the rationale and description of the course.

## **Teaching Context**

The synchronous and asynchronous one-to-one and/or group 3-month (13 weeks of 39 lessons) English language course based on Content and Language Integrated Learning (CLIL) called *Jane Austen's Northanger Abbey (JANA)* focusing especially on speaking and reading for 10 students of English as a Foreign Language (EFL) will be provided and organised by a private English language course provider from Banská Bystrica, Slovakia. The synchronous part will have three (60-minute) lessons a week in the afternoons. The asynchronous learning in Moodle online platform will also lead the students to further immerse themselves in further work on especially reading, listening, and writing skills as well as grammar.

## **Learners**

EFL learners, generally of the Slovak citizenship, will be from about 15 to 60+ years of age on approximately 2 levels of academic language skills of the Common European Framework of Reference for Languages (CEFR) from about B2 level (independent users of Upper-intermediate level) to about C1 (proficient users of Advanced level), mainly in reading and speaking skills. At the same time, they will attend private, public, Christian grammar, bilingual, high schools, universities as well

as work in commercial and public sectors. Depending on the age, some of the students will be approaching their school leaving examination or Cambridge ESOL examination in English for B2 or C1 levels.

## **Needs analysis**

One of the main reasons for the Needs Analysis was to look into a niche of graded-reading, which is often neglected in the EFL area. The extensive reading input of the English lexicon, which the students outside English speaking countries lack, will help them increase their vocabulary and grammar knowledge and promote learning via extensive and intensive ways of reading. Personal, sociocultural, socio-political data collected from Likert Scale questionnaires and open questions as well as informal spoken interaction with stakeholders (the students, their parents and colleague-teachers) in my current English language courses contributed to creating the course including the objectives and goals.

I started my data collection with my belief based on my long-term experience in EFL that language acquisition works best when the focus is not on learning or teaching. The written report from informal interactions, which took various forms from face-to-face, telephone to written communication with my students conducted in the English language and with their parents (sometimes in the English language, too) and from the observation of my students' behaviour tried to find out if my belief was right and the focus should be on getting the students engaged and immersed in the content. The collected answers indicate that my belief was right. Next answers gathered confirmed that my attitude was right in creation of informal relationships between my students and me right from the start of courses with facilitation and collaboration to foster learning, i.e. not only of the English language but also about each other in order to promote mutual understanding and tolerance. Economy classroom with affordances as well as Dogma method was another outcome of students' wishes about the lessons and this will be incorporated in almost every unit for the beginning and end of the lessons. There was an issue with more introverted students

being watched and listened to by their group classmates. To provide time for such students to get to know each other and become more confident the course will have the Moodle platform for communication in writing with one another. Another question in the needs analysis aimed to find out about the interest level of the students to read Jane Austen's classic novel adaptation dealing with another culture for them. Since most of the students aim for academic and corporate careers they expressed interest in this novels and author. Pleasure was often mentioned as a missing part of learning English in school conditions, stating that a lot of learning of uninteresting topics has to be assessed and such focus diminished the enjoyment from learning English. This course was especially designed to meet the students' need for an engaging topic. When asking teenage students if they wish to have older students in the class, some of them preferred their peers. However, one of the main goals of the course is for teenagers to understand adults better, so the class is open to all ages 15 years and up to give them real practice in adult communication. The course is structured in such a way that students will gradually build confidence in communicating and learning with older students. I learnt that students in general wished to communicate clearly and use the acquired knowledge inside and outside the course without too much focus on accuracy. The ability to enjoy extensive reading for pleasure without the worry of decoding every newly found word or making mistakes when talking about it will be greatly encouraged throughout the course. The proposed graded-reader course will comply with their expressed priorities. However for the ones who like accuracy I included the linguistic part in the form of intensive reading to scan for relevant items especially for homework activities and then they will be encouraged to use their improved accuracy in further work in and out of the classroom.

The students' parents and the teachers I cooperate with complained in an informal way about the lack of understanding and tolerance in today's world among its people. Austen's novels seem to be about improving people's characters and perspective on others in their real lives.

Based on these findings this course will help students learn the English language, read between the lines, consider things from a wider perspective, see the development of people through centuries and apply this knowledge to their own lives.

## **Overview**

By carefully analysing the collected data from the Needs Analysis and my long experience in EFL teaching I created this course to meet the real need in EFL field in Slovakia. The units of the course are based on analysing the chapters of the gradedreader (GR) *Northanger Abbey* novel – level 6 with audio CD (B2-C1) with high-frequency vocabulary and grammar items, being read aesthetically, efferently, extensively and intensively mostly outofclassroom.

My school will offer students a new way of learning, not typical in this country. Traditional courses do not give big space for learning via novel analyses. The students will read chapters from the graded reader (GR) and do exercises for all 4 skills from compulsory books. In Moodle platform they will write assignments and responses to their classmates helping each other in understanding the plot and dealing with accuracy of writing. Zoom group lessons will engage students in spoken detailed analyses of the novel based on previous out-of-classroom preparation. In this way the lesson will be efficiently used to focus on spoken output that is so much needed in an environment where learners do not get a lot of speaking practice. There appeared some difficulties in combining classes with mixed ages and creating a larger group. I tried to overcome these difficulties by the inclusion of the Moodle platform where those more introverted students can build gradual confidence in communication with different ages and be more comfortable with speaking in front of more students.

Participatory approach (PA) with collaborative and cooperative activities will promote active, constructive and exploratory processes to foster autonomous learning and build self-confidence via affective factors even for shy or less skilled learners (Philominraj, Bertilla&Ranjan, 2020). The course will be especially based on productive skills in the form of spoken interaction in the classroom

and written in the Moodle learning platform. Receptive skills of reading and listening will be mostly conducted through outofclassroom activities. Its scaffolded teaching system will be used in this course to assist the students become gradually more proficient and more active in and out of the classroom with the teacher's adaptation of activities, however, eventually, placing him in a position of being more of a mediator of learning. Task-based-learning (TBL) with for example think-aloud modelling (critical thinking), or talk-alouds (action oriented) activities that will help the students see other ways of how particular textual extracts might be understood and described.

The course uses different aspects of Backward, Forward and Central designs (Richards, 2013). The assessment criteria were partly based on Cambridge ESOL examination for B2 and C1 levels bearing especially Backward design in mind in order to give the stakeholders clear indicators about the necessary standards to be met. Successful exam participants will be awarded certificates confirming their reached level similar to CEFR in connection with the focus of this course. These criteria have been carefully considered in order to choose the most suitable material and technology for this EFL course. A sample lesson plan (in appendix) will provide a template for lessons structured by the Scope and Sequence of the curriculum. Having students see the kind of repeated stages in the lesson will give the students the best possible opportunity to reach their and EFL course's goals because of clarity and expected steps throughout the course. The following sections will explain the teaching and learning processes as well as resources necessary to make the course enjoyable as well as educational.

This course is designed to be 13 weeks in length and will engage the students in all four language skills - receptive (reading, listening) and productive (speaking, writing) - as well as grammar. *Complete First (CF)* and *Complete Advanced (CA)* textbooks with keys and audio CDs (official preparation material for Cambridge ESOL Examinations) will be supporting out-of-classroom activities. Authentic resources from internet, TV and radio including the novel's unabridged version of the universally critically acclaimed novelist Jane Austen will be supporting tools to help students transfer from

'controlled' learning to autonomy one. Such outside resources will promote a plethora of views being explored during both in-class and out-of-classroom activities with the intention of having the students forget that they are taking part in a language course. It is my belief from my extensive teaching experience that this contributes to better retention of new language and vocabulary structures in long-term memory. Describing, analysing, comparing and contrasting novel's themes, characters, places and lives of 18 century England and consequently comparing that period with current 21 century will not only help the students with becoming better critical readers but also with better understanding of the adult way of communication. This will help teenagers' transition to the adult world and the adult students will be encouraged to look at their way of communication with critical eyes.

### ***Course***

The first general 12 units will consist of 3 lessons each completed with out-of-classroom writing and reading assignments mostly for weekends. The students will typically submit one writing assignment a week and submit at least one response to their classmates' contributions. The teacher will provide prompt feedback to the submitted assignments. Any unresolved issues will be dealt with in approaching lessons if necessary. The students are expected to complete the reading assignment before new units start. Lessons will mostly focus on speaking and listening in order to foster fluency. Focus on accuracy will be mostly allocated to out-of-classroom activities, but its raised issues will be worked in the lessons too. The students will be asked to select relevant sections from *Complete First(CF)* and *Complete Advanced(CA)* in order to improve their own particular skills and grammar. The textbooks will give them plenty of opportunities with pedagogically designed exercises and activities to improve their language skills. They will help the students be better prepared for lessons, final assessment, school-leaving and Cambridge ESOL examinations as well as for every-day life. Especially the last unit will be used for summative assessment.

## ***Culture***

All four language skills and grammar activities will be intertwined within discussions involving at least two cultures. The first culture is the world we discover in the *Northanger Abbey* novel story which takes place in 18 century England, and deals mostly with an English way of life during this era. Thus, students will be learning meaningfully about a foreign culture which incidentally is not very different from the Slovak one since both countries are in Europe and share similar values. Analysing the similarities and differences between Jane Austen's culture and our current one in this period will contribute to creating interest in students in looking at things from different perspectives. The course will mostly use aesthetic dimension learning, also known as culture with capital C, dealing with a literature genre in the form of reading and watching the novel. Even after more than 200 years of its publication, it is still relevant today. A lot has changed ever since, however, its themes can still shed more light on the current ones in order to make people(s) more tolerant and empathic towards one another, which is one of the goals of the course.

Students via culture-based-activities will be addressing expectations, differences, contrasts, similarities and comparisons to learn more about idiosyncrasies of both cultures. Mini-dramas activities will make students analyse miscommunication and learn from them to avoid such situations. Critical incident and problem solving activities will improve students' decision making abilities. They will also have an opportunity to justify reasons behind each culture's different views of the same event.

## **Goals and objectives**

As far as the goals are concerned, the main ones are as follows:

1. The students will gain the necessary level (B2 and C1) of English language proficiency in order to be able to make a meaningful communication in everydaylife as well as academic area too, using higher order critical thinking skills of analysis, synthesis and evaluation.



2. The students will respond adequately to utterances which may have hidden and contrary meanings.
3. The students will be able to explain the most important themes in *Northanger Abbey* and relate them to their own lives. They will speak, read and write with confidence about the characters' and their own lives.
4. They will listen with confidence to audio versions of graded reader books.

In order to reach the above goals, the students will gradually succeed in meeting the following objectives based on formative assessments and evaluations. They will give the description of Jane Austen's life in order to analyse her novel better with the intention of creating the interest in reading her other classic novels. They will read efferently and aesthetically. They will use B2 and C1 vocabulary and grammatical structures in their productive skills. They will compare and contrast the 18 century England with their own culture of this period. They will be able to produce and justify their own opinions about the novel.

## **Assessment**

There are a number of reasons for assessments. The students and the teacher will be able to see their progress based on formative assessments from the beginning to the end of the course. The results of the summative assessment will provide information if the expected goals have been met and will be used in order to make any necessary changes to improve future ELT courses.

First, the students will fill their placement test on day 1 of the course to inform them about their estimated level of B2 or C1. Next, at the end of the third unit the diagnostic test will shed more light if any changes need to be made regarding the recommendation about the students' relevant levels.

The achievement/progress test at the end of unit 6 will produce information if the students have necessary abilities to concentrate for the final level B2 or C1. Formal formative B2 and C1 assessments will take place in units 3, 6 and 9 with the final summative one especially in the last week of the course covering all chapters of the novel.

The kind of formative assessment exercises and activities for all 4 language skills including accuracy in grammar were carefully selected to give the students specific and focused preparation for the final summative assessment. The details in relevant sections are provided below and in the scope and sequence tables. Regular formative assessments (including assignments) will include various kinds of formal and informal monitoring, checking and providing feedback to the students to prepare them for the format of the final summative assessment. Seeing the progress or the lack of it the teacher will be able to point the students in the right direction to be ready for their chosen level. There will be direct and indirect testing. The direct assessments will prompt the students for example to explain typical themes in the novel in order to check their understanding of the main themes. The indirect assessments will help the teacher see if the students are able to for instance choose the correct sentence with the relevant conditional in multiple choice exercises in order to check their grammatical accuracy. Themes (topics) and threads of testing will reoccur regularly, always completed with written assignments at the end of units.

The students will have two options of B2 and C1 levels to choose from. B2 upper-intermediate one of CEFR will be for the students who will feel that this is the right level for their knowledge and it is sufficient for their e.g. school leaving exam preparation. The higher one of C1 advanced level of CEFR will be especially for those students who will continue in their academic education in the tertiary sphere. However, the students without such needs will still be able to choose B2 or C1 depending on their feelings of their preparedness. The teacher will give his recommendation, however it will be ultimately the students' decision which level they will select. The philosophy behind the options of two levels of proficiency is that everybody is different and this is incorporated in each and every part of this course including the assessment.

### ***Assessing Writing***

Throughout the course three types of the teacher scoring will be used and clearly explained to give the students possibilities to understand what they should take from the results. Holistic scoring with

one score for all four elements of focus, organisation, support and conventions will help the students concentrate on their overall success of the writing without dealing with specific mistakes. Analytic scoring will help them improve their organisation, development, word choice, sentence structure, and grammar/mechanics in their consequent assignments. Objective scoring will be used especially for the advanced students aiming for academic career to help them see the various degrees of impact their assignments produce on intended readers. Peer assessment via written response in Moodle platform will help them learn by teaching one another.

### ***Assessing Listening***

Listening assessment throughout the course will help the students monitor their abilities in three areas. Listening for making inferences will help the students check their understanding of hidden meanings, which are not clearly stated in produced utterances. For example questions like *'What does Henry Tilney mean when he says....?'* will help the students go beyond face value of spoken production. Listening for main ideas (gist) will improve their understanding without the focus on details with questions as *'What is the main purpose of Catherine's answer?'* Listening for details will help the students focus on finding specific information with questions like *'What words did Isabella Thorpe use when she lied to Catherine?'*

### ***Assessing Speaking***

The students will be assessed on five areas of their proficiency. These are knowledge, structure, skill, accuracy and overall communicative competence for in and out-of-classroom communication, which will be checked by informal and formal ways. The teacher's running records will point the students to their consistent errors. Learners' speech records will help them speak more to improve their fluency. The teacher will give scores to the students for their spoken contribution in class analysing the topics of the lessons, for example in the form answering open-ended questions with appropriate language.

### ***Assessing Reading***

Three kinds of testing will check the students' understanding of different kinds of reading. Basic comprehension questions will provide the students and the teacher with information about learners' abilities to read for gist (skimming) or find synonyms for given words (scanning). Making connections part will show if the students are able to place removed sentences back to the original positions checking their skills in cohesion and coherence. Testing for learning new information will have the students match five sentences from seven possible choices to describe particular themes occurring in the novel.

### ***Assessing English in Use (Grammar)***

English in Use testing will focus on grammatical knowledge in the form of exercises to change active sentences to passives ones and vice-versa in conditionals for example. This kind of tests will help the students with grammatical accuracy, which is so important in connection with fluency, to make communication as comprehensible as possible.

### ***Assessing Cultural awareness***

This content part will be tested in the above given assessments. The students' knowledge about the English culture of 18 century with its idiosyncrasies will help the students better comprehend the novels of that period.

### **Scope and sequence**

The course is informed by specially selected and dedicated resources for B2 and C1 levels of CEFR (the list is in appendix) to help the students and the teacher reach the students' and course's objectives and goals. The teacher will make students learn deductively and inductively. There will be situations for the former learning where clear explanation of rules will help the students overcome language idiosyncrasies not occurring in their own language. However, when the students are capable of finding out the rules for themselves, the latter type of learning will be promoted.

Deductive learning will be focused more on the lower level of proficiency and inductive one for the

higher one where greater autonomy of the students is expected especially for the after-course time in their continual education. Most importantly learning needs to be done in a relaxed atmosphere where the students' engagement and immersion are constant features. The below scope and sequence table is created based on Needs Analysis findings and my beliefs and gets the students in such expected relaxing state. Talking about life matters in the form of novel analysis based on extensive input and output of the language should satisfy the students' and the teacher's needs as well as wants.

### ***Speaking and listening focus***

This mostly speaking and listening course in synchronous part will aim to focus on both fluency and accuracy concurrently via communicative activities. Greater speaker's intelligibility helps listeners with better understanding and their comprehensibility indicates how hard or easy it is to achieve it. The students will be lead to improve both throughout the course. Understanding the way sounds are produced and where the biggest difficulties lie are some of the keys to success, so dealing especially with voicing, manner of articulation and a place of articulation help learners with comprehending speakers better. The teacher will constantly monitor students for issues to be dealt with and point them out for in and out of classroom activities and practice.

Analysing speech acts from the locutionary (face value), illocutionary (hidden, real meaning) and perlocutionary (response) perspectives enable students to learn how to formulate utterances according to the intended hearers. One needs to modify their speech according to e.g. age of the listeners. If it is not done accordingly, listeners might interpret utterances in the wrong and unintended ways, even without concerning parties being aware this happening. Every effort will be made to help students improve their deciphering abilities in this area.

### ***Unit***

The first lesson will have students already filled with all the necessary information collected from previous week(s). They will have read necessary chapters including the new one for the current

lesson, discussed their contents via in and out of classroom communication. Any necessary work on skills will have been worked on and discussed using compulsory textbooks. Authentic resources via internet will have been exploited to give students freedom in pushing their limits. All writing assignments will be available to be read and commented on Moodle platform. This will promote a possibility of seeing other students' views which might otherwise not be explored. Learning will be shared and especially less confident students will benefit from ability to express themselves in writing without being too much a centre of attention. Getting to know their classmates will increase their confidence in expressing their views in the lessons. Out-of-classroom activities during the week will help students work on issues raised in the lesson. Each student will choose what work they need in order to improve their own particular skills and grammar. The second lesson will deal with other topics not dealt with on Monday e.g. covering other themes, characters, activities, places. Detailed analyses, comparisons, discussions will help students create their own views on the novel, however, such a view may and will probably change by subsequent rereading of chapters or the whole novel adaptation. The third lesson will deal with all the remaining topics and issues. Having 3 synchronous lessons supported by asynchronous 7 day learning will give students flexibility and opportunity to be fully immersed in the English language and profit from such necessary input and output. At the end of the third lesson in the week students will get out-of-classroom assignments (including 3 units' assessments similar to the final exam one) to be completed by Saturday. Ideally, they will be returned marked and with comments from the teacher before the follow week in order to give students feedback which will help them in producing improved assignments and in increasing their proficiency. Students will get used to such a typical structure of week's learning which will contribute to students' understanding of the course's process.

### ***Lesson***

Most general lessons (LESSON PLAN – Example in appendix) will have four stages, each dealing with specifically designed activities and practice. First 15 minutes in Stage 1 will provide space for open discussions in order to prepare students for next 3 stages. Any topics may be raised based on

Dogmeand Economy classroom with affordances methods. Next 15 minutes in Stage 2 will deal with focused description of previously allocated reading assignments, i.e. chapters in order to have all students fully understand the development of the novel (exercises: skimming for gist, scanning for facts, extensive reading). Following next 15 minutes in Stage 3 will engage students in meaningful analyses of topics covered in Stage 2. The last Stage 4 of 15 minutes will give students space to deal with any issues regarding mainly the course.

### ***Lesson stages***

Stage 1: Speaking and listening (Dogme and Economy classroom with affordances)

Teacher will greets students and let them speak among each other about anything on their mind including related matters with Jane Austen. Their experiences, hobbies, problems, questions, comments from all walks of life will be used in a kind of brainstorming activity. Teacher will be a participant too. The purpose is to make the all present including teacher aware of each other's lives. This promotes closer relationship, better chemistry, enjoyable learning and kind of authentic real life communication. Anything can be commented on. The main focus is on fluency.

Typical questions: *How are you? What is on your mind? What do you think about...? Why/Why not? What exactly do you mean? What are the advantages and disadvantages? Could you elaborate the point more in detail? What would you recommend and why? Why do you have things around you? What do they mean to you? Could you be without them?*

Encouragement: *Anything goes. Fire away.*

Stage 2: Speaking, listening, reading - 15 minutes

Teacher will ask students to present detailed description of typically one third of the chapter in order to provide the most important, interesting details for further critical analyses. Each student will speak about 1.5 minutes each. The other students will be in a silent mode (Krashen's SLA theory) which enables them to be exposed to listening to others and gives them ability to comprehend the

presentation without pressure. Students will be welcome to use whatever resources (notes, opened chapter) to help them with speaking. Teacher will make sure everyone will take their turn. Being the centre of attention is stressful enough, but having a clear topic and ideas for presentation will help students, especially shy ones become more confident in speaking in groups. This Stage 2 and Stage 1 are confidence builders to get them maximally ready for the most important Stage 3 of the lesson.

Stage 3: Speaking, listening including audio CD/MP 3, reading - 15 minutes (Task and activity based learning)

Teacher and students will engage in critical analyses of themes, characters, places, events, speech acts (assertives, directives, expressives, commissives, declaratives) etc. mostly from GR but also from unabridged version of the novel too in order to e.g. uncover hidden messages, make all involved express their opinions without the fear of being wrong. There is no one single right or correct view of understanding the novel happenings. Each and every one will have the right to express their feelings which as a matter of fact will likely change in future based on listening to and considering other points of view. Group discussions with focus on activities like comparing, contrasting, speculating, defending, attacking, criticizing, provoking will provide students with means to utilise all skills including grammar studied in previous days. Then, students will be led by teacher's questions, comments to compare 18 century life to their current one. This is a transition from fiction to reality so students will understand the adult way of communication and life better in this period. Oral reading will be used to check pronunciation. Grammar exercises formally part of Language in Use, currently English in Use will be taught explicitly (Focus on form, deductive learning) as well as implicitly (Focus on forms, inductive learning) depending on the circumstances. A Tri-Dimensional Model created by Larsen-Freeman will be used in teaching grammar.

Stage 4: Speaking, listening – 15 minutes (Dogme and Economy classroom with affordances)

Here students again are free to delve deep into anything including any issues connected with their out-of-classroom activities. Any questions, suggestions about the future units as well as any feedback



will be welcome and asked for. Such communication should foster better cooperation and collaboration in order to maximise learning processes via flexibility and engagement. Out-of-classroom activities will be additionally explained if necessary.

## Units

### Unit 1

Goal 1: By the end of this unit, the students will be able to give basic information about the writer Jane Austen and her *Northanger Abbey* novel.

Goal 2: By the end of this unit, the students will be able to use various reading and analytical skills needed to deal with the novel.

Unit 1	Day 1	Day 2	Day 3
<b>Speaking &amp; Listening</b>	<p>Objective(s) (next Obj.): The students will explain efferent and affective reading.</p> <p>“Getting to know” communication ‘Who are you?, What is your goal?’</p> <p>The teacher will answer the students’ miscellaneous questions.</p> <p>The students will learn that novel reading may be understood as a Parody of previous novels or real live situations. Thus, critical thinking, reading between the lines will be constantly promoted to help the students see not only face value of the words but delve deep down into their mind and relate their novel reading to wider perspectives. They will provide examples of current novels criticising covertly or openly unjust, deceitful actions of humanity.</p> <p>The students will see that they will be becoming autonomous learners by exploring other resources including, internet with YouTube, TV, newspapers, radio, podcasts, blogs to help them get more engaged and thus acquire new findings, grammar, vocab.</p>	<p>Obj: The students will compare Jane Austen and Catherine according to the Introduction of <i>Northanger Abbey</i> (NA).</p> <p>Learning about the author will help the students understand the novel better and motivate them to further research the surroundings of her life and the novel. ‘How are they alike?’</p> <p>The students will participate in discussions if Catherine represents Jane Austen in reality. ‘Is Catherine Jane when young?’ Idiom learning.</p> <p>The students will explore reasons for using GR, CF, CA as much as possible in and out-of-classroom. They will be informed that this kind of learning will help them prepare for their school/ESOL exams because the material is closely linked to such exams and this course will help them getting better prepared to sit such exams. Such discussions will help them see that their needs as well as wants are interconnected with this course. Such discussions not so much connected with the novel focus will be mostly dealt with at the beginning in Brainstorming Stage 1.</p>	<p>Obj: The students will talk about Ch. 1 by providing and explaining their first impressions.</p> <p>Main characters and themes are being introduced to give the students ideas about the development. The teacher will try to be more of a facilitator enabling the students to express their feelings. ‘What is special about Catherine Moreland and Henry Tilney?, What is the first chapter about?’, ‘What is expected to talk about on a ball?’</p> <p>The teacher will direct them compare the dealings in the chapter to their real lives if they are still unchanged or changed and support their opinions. ‘Do today’s novels instruct people on how to live their lives?’ ‘How do themes help you understand reality?’</p> <p>The students listen to extracts from GR audio CD and build confidence in reflecting on the listening part.</p>
<b>Focus/Reading/Listening</b> (Out-of-class activities)	Introduction, Comparison	Chapter 1 (Ch.), Unexpectedness, Proverbs	Chapter 2, Coming of age, Romance
<b>Use of English/Writing</b> (Out-of-class)			<i>Complete First Unit 1</i> (next

activities)			CF1) Present perfect simple & continuous practice. (see appendix for Penguin readers Series Editors grammar list for B2-C1 levels of CEFR)
<b>Assignment</b> (Out-of-class activities)	<b>Placement test</b> (see appendix for Penguin Readers Teacher's Guide: Placement tests)		Written review of this unit's analysed <i>Northanger Abbey's</i> Introduction and Ch. 1.

## Unit 2

Goal 1: By the end of this unit, the students will explain the importance of themes (see appendix for Penguin readers Teacher's notes Level 6*Northanger Abbey*) in reading and use them to talk about real lives.

<b>Unit 2</b>	<b>Day 1</b>	<b>Day 2</b>	<b>Day 3</b>
<b>Speaking &amp; Listening</b>	Obj: The students will be able to conduct more detailed analyses of places and explain their meaning to the contemporaries. 'Why was Bath so popular?', 'How did her village Fullerton differ from the spa and fashion town?' Symbolism learning.	Obj: The students will be able to see the trust between Morlands and Allens and talk about it and compare it with the trust in current period between neighbours. 'Do people trust their neighbours with letting them take their kids away from home?' The students will be asked to compare, contrast couples e.g. Isabela and John, Catherine and James, Eleanor and Henry with one another, places of Bath, Woodston, Fullerton, parents Morlands, neighbours Allens, father General Tilney, Mrs. Thorpe etc. The students will then compare couples, parents, neighbours in their surroundings and provide their opinion about the relationships among people.	Obj: The students will explore Catherine's new experience with adult lies, hidden agendas of Thorpe's grown-up children and explore current life for similar situations.  The students listen to extracts from GR audio CD and build confidence in reflecting on the listening part.
<b>Focus/Reading/Listening</b> (Out-of-class activities)	Chapter 2, Consumer culture, Reading activities (see appendix for Penguin readers Activity worksheets level 6, <i>Northanger Abbey</i> )	Chapter 2 Relationships, Couples	Chapter 3, Deception, Manipulation
<b>Use of English/Writing</b> (Out-of-class activities)	CF2 Making comparisons & Adjectives with <i>-ed</i> and <i>-ing</i> practice.	CF3 Practice of Past simple, past continuous and <i>used to</i> & <i>at, in, or on</i> in time phrases & Past perfect simple and continuous.	CF4 Practice of <i>so</i> and <i>such</i> & <i>too</i> and <i>enough</i> .
<b>Assignment</b> (Out-of-class activities)			Written review of this unit's analysed chapters.

## Unit 3

Goal 1: By the end of this unit, the students will be able to read people better based on their utterances and behaviours.

<b>Unit 3</b>	<b>Day 1</b>	<b>Day 2</b>	<b>Day 3</b>
<b>Speaking &amp; Listening</b>	Obj: The students will be able to give examples of John's boastfulness, rudeness, unreliability, ignorance and Catherine's way of dealing with such new character traits. Questions for the students like 'Have you experienced something similar in your lives?' will engage the students into analysing today's life.	Obj: The students will be able to talk about Catherine's attitude to boring, egoistic John Thorpe and compare his topics of speaking with the topics of current contemporaries.	Obj: The students will learn about rules of dancing in the period and discuss the significance of them in this century.  The students listen to extracts from GR audio CD and build confidence in reflecting on the listening part. <b>Speaking assessment</b> 1/ a 2-minute discussion followed by a 1-minute decision-making task for B2 level or 2/ a 5-minute discussion (collaborative task) for C1 level.
<b>Focus/Reading/Listening</b> (Out-of-class activities)	Chapter 3, Character	Chapter 3 Conversations, Carriages, Topics of conversation, Men power of choice, Women power of refusal. <b>Reading assessment</b> 1/ A text from which sentences have been removed and placed in jumbled order after the text. Candidates must decide from which part of the text the sentences have been removed for B2 or 2/ A text from which paragraphs have been removed and placed in jumbled order after the text. Candidates must decide from where in the text the paragraphs have been removed for C1 level.	Chapter 4, Social expectations <b>Listening assessment</b> 1/ A monologue lasting 3–4 minutes. Candidates are required to complete the sentences with information heard on the recording for B2 level or 2/ A conversation between two or more characters of approximately 4 minutes. There are six multiple choice questions, each with four options for C1 level.
<b>Use of English/Writing</b> (Out-of-class activities)	CF5 Zero, first and second conditionals practice. <b>Use of English assessment</b> 1/ A modified cloze test containing eight gaps for B2 level or 2/ Six separate items, each with a lead-in sentence and a gapped second sentence to be completed in three to six words, one of which is a given 'key' word for C1 level.	CF6 Countable and uncountable nouns & Articles practice.	CF7 Infinitive and verb + <i>-ing</i> practice.
<b>Assessment</b> (Out-of-class activities)			<b>Writing assessment</b> Written review of Ch. 1-3 1/ 140-190 words for B2 level or 2/ 220-260 words for C1 level. <b>Diagnostic test</b>

## Unit 4

Goal 1: By the end of this unit, the students will be able to identify literary devices and explain their uses in understanding the novel.

<b>Unit 4</b>	<b>Day 1</b>	<b>Day 2</b>	<b>Day 3</b>
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<b>Speaking &amp; Listening</b>	Obj: The students will be able to identify the attitude of men to women and express their opinions in at the end of 18 century and explain if there are any changes now.	Obj: The students will be able to identify the difficulties of women in refusing men's proposals and explain consequences.	Obj: The students will be able to give examples of themes and literary devices and compare them to the writing of novels today. Literary devices: Irony, Satire, Parody The students listen to extracts from GR audio CD and build confidence in reflecting on the listening part (see appendix for Penguin Readers Teacher's guide to developing Listening skills).
<b>Focus/Reading/Listening</b> (Out-of-class activities)	Chapter 4, Reality	Chapter 4, Freedom	Chapter 5, Imagination, Social etiquette
<b>Use of English/Writing</b> (Out-of-class activities)	CF8 Practice of <i>at, in</i> and <i>on</i> in phrases expressing location & Reported speech.	CF9 Modal verbs to express certainty and possibility practice.	CF10 Practice of <i>as</i> and <i>like</i> & Modals expressing ability.
<b>Assignment</b> (Out-of-class activities)			Written theme project of analysed chapters.

## Unit 5

Goal 1: By the end of this unit, the students will be able explain what was expected of couples before marriages took place then and now.

<b>Unit 5</b>	<b>Day 1</b>	<b>Day 2</b>	<b>Day 3</b>
<b>Speaking &amp; Listening</b>	Obj: The students will be able to define misunderstandings in the story and comment on their own experiences with them.	Obj: The students will reflect on the importance of walks in building relationships and contrast them with our way of busy lives.	Obj: The students will explore the theme of marriage and will be able to produce the reasons for it.
<b>Focus/Reading/Listening</b> (Out-of-class activities)	Chapter 5, Reading signs	Chapter 5, Outings	Chapter 6, Courtship The students listen to extracts from GR audio CD and build confidence in reflecting on the listening part.
<b>Use of English/Writing</b> (Out-of-class activities)	CF11 Relative pronouns and relative clauses practice.	CF12 Practice of Third conditional and mixed conditionals & <i>wish, if only</i> and <i>hope</i> .	CF13 Causative <i>have</i> and <i>get</i> & Expressing obligation and permission practice.
<b>Assignment</b> (Out-of-class activities)			Written review of this unit's analysed chapters.

## Unit 6

Goal 1: By the end of this unit, the students will explain themes of broken promises and invitations.

<b>Unit 6</b>	<b>Day 1</b>	<b>Day 2</b>	<b>Day 3</b>
<b>Speaking &amp; Listening</b>	Obj: The students will be able to confidently identify and explain motives for Isabela's changing her fiancé James Morland for rich and flirtatious Captain Tilney. Hyperbole 'Circumstances and opinions change' Isabela's remark will engage the students to	Obj: The students will show how inexperience in adult speaking may lead to unwanted courses of action and reflect on their own experiences of difficulties they may have encountered.	Obj: The students will explain General Tilney's invitation for Catherine to visit his Northanger Abbey and the reasons of similar invitations taking place in this period. The students listen to extracts from GR audio CD and build confidence in reflecting on the listening part.

	speculate if it is okay to break promises or stay firm no matter what.		<b>Speaking assessment</b> 1/ a 2-minute discussion followed by a 1-minute decision-making task for B2 level or 2/ a 5-minute discussion (collaborative task) for C1 level.
<b>Focus/Reading/Listening</b> (Out-of-class activities)	Chapter 6, Unreliability	Chapter 6, Consequences <b>Reading assessment</b> 1/ A text from which sentences have been removed and placed in jumbled order after the text. Candidates must decide from which part of the text the sentences have been removed for B2 or 2/ A text from which paragraphs have been removed and placed in jumbled order after the text. Candidates must decide from where in the text the paragraphs have been removed for C1 level.	Chapter 7, Expectations <b>Listening assessment</b> 1/ A monologue lasting 3–4 minutes. Candidates are required to complete the sentences with information heard on the recording for B2 level or 2/ A conversation between two or more characters of approximately 4 minutes. There are six multiple choice questions, each with four options for C1 level.
<b>Use of English/Writing</b> (Out-of-class activities)	CF14 The passive practice. <b>Use of English assessment</b> 1/ A modified cloze test containing eight gaps for B2 level or 2/ Six separate items, each with a lead-in sentence and a gapped second sentence to be completed in three to six words, one of which is a given 'key' word for C1 level.	<i>Complete Advanced</i> 1 (next CA1) Verb forms to talk about past practice.	CA2 Expressing purpose, reason and result practice.
<b>Assessment</b> (Out-of-class activities)			<b>Writing assessment</b> Written review of Ch. 4-6 1/ 140-190 words for B2 level or 2/ 220-260 words for C1 level. <b>The achievement/progress test</b> (see appendix for Penguin readers progress test Level 6)

## Unit 7

Goal 1: By the end of this unit, the students will be able to find double meanings of utterances and provide their explanations.

<b>Unit 7</b>	<b>Day 1</b>	<b>Day 2</b>	<b>Day 3</b>
<b>Speaking &amp; Listening</b>	Obj: The students will study Gothic novel features from Henry's exciting talk with Catherine and will produce examples of such indicators to classify novels. Metaphor, Suspense The students will be asked to muse about collocations like broken promises or seemingly unnecessary adjectives like faithful in Tilney's remarks such as faithful promises. They will	Obj: The students will be able to explore General Tilney's authoritarian attitude to his family and give examples of the relationship of today's fathers towards their families. Simile	Obj: The students will be able to identify Catherine's first disappointments of her expectations regarding the Abbey. Analogy learning. The students listen to extracts from GR audio CD and build confidence in reflecting on the listening part.

	express their opinions if there is a reason to use such adjectives this time too.		
<b>Focus/Reading/Listening</b> (Out-of-class activities)	Chapter 7, Reading and writing letters	Chapter 7, Ownership, Estates	Chapter 8, Disappointment
<b>Use of English/Writing</b> (Out-of-class activities)	CA3 Practice of <i>no, none, not</i> and The passive.	CA4 Expressing possibility, probability and certainty practice.	CA5 Verbs followed by <i>to + infinitive</i> or the <i>-ing</i> form practice.
<b>Assignment</b> (Out-of-class activities)			Written theme project of analysed chapters.

## Unit 8

Goal 1: By the end of this unit, the students will explain the danger of unrealistic expectations based on novel reading in connection with real lives.

<b>Unit 8</b>	<b>Day 1</b>	<b>Day 2</b>	<b>Day 3</b>
<b>Speaking &amp; Listening</b>	Obj: The students will become aware of Catherine's imagination based on the Gothic novel and her search for its features happening in her real world and they will explain if current readers are similar to Catherine. Interestingness will help the students pick up other Jane Austen's novels (see appendix for The complete guide to teaching Jane Austen with contents page). The teacher will ask the students to obtain more details about her writing in order to motivate the students get engaged in Classic literature.	Obj: The students will identify the differences between Catherine's and Henry's views of their world and compare them to the views of young adult women and young adult men today. Motif learning.	Obj: The students will explore the themes of offending and forgiving and how they are looked at in today's world. The students listen to extracts from GR audio CD and build confidence in reflecting on the listening part. The teacher will ask the students about any difficulty with reading on B2 and C1 level and propose solutions in order to get the students more interested in GR extensive/aesthetic as well as intensive/efferent reading. The students will come up with their own ways of dealing with encountered difficulties. This discussions will get the students understand that GR help them acquire new vocab and grammar in the long term memory.
<b>Focus/Reading/Listening</b> (Out-of-class activities)	Chapter 8, Education of young women via novel instructions	Chapter 8, Gender	Chapter 9, Tolerance
<b>Use of English/Writing</b> (Out-of-class activities)	CA6 Avoiding repetition practice.	CA7 Practice of Linking ideas: relative and participle clauses, apposition.	CA8 Reported speech and Transitive verbs practice.
<b>Assignment</b> (Out-of-class activities)			Written review of this unit's analysed chapters.

## Unit 9

Goal 1: By the end of this unit, the students will explain the significance of letters in 18 century England and compare it with today's way of communication.

<b>Unit 9</b>	<b>Day 1</b>	<b>Day 2</b>	<b>Day 3</b>
<b>Speaking &amp; Listening</b>	Obj: The students will compare and contrast two letters Catherine received from her brother James and from his formal fiancée Isabella. The students will compare	Obj: The students will provide and evaluate the reasons of Catherine's changed opinion of Isabella. The students will decode and explain manipulative way of	Obj: The students will develop better understanding of General Tilney's expectation of his son Captain Tilney. The students listen to extracts from GR audio CD and build

	letter writing of the period and modern day communication.	adult discourse and give examples of such ways taking place in this time.	confidence in reflecting on the listening part. <b>Speaking assessment</b> 1/ a 2-minute discussion followed by a 1-minute decision-making task for B2 level or 2/ a 5-minute discussion (collaborative task) for C1 level.
<b>Focus/Reading/Listening</b> (Out-of-class activities)	Chapter 9 Communication	Chapter 9, Folly <b>Reading assessment</b> 1/ A text from which sentences have been removed and placed in jumbled order after the text. Candidates must decide from which part of the text the sentences have been removed for B2 or 2/ A text from which paragraphs have been removed and placed in jumbled order after the text. Candidates must decide from where in the text the paragraphs have been removed for C1 level.	Chapter 10, Wealth <b>Listening assessment</b> 1/ A monologue lasting 3–4 minutes. Candidates are required to complete the sentences with information heard on the recording for B2 level or 2/ A conversation between two or more characters of approximately 4 minutes. There are six multiple choice questions, each with four options for C1 level.
<b>Use of English/Writing</b> (Out-of-class activities)	CA9 Time clauses and Prepositions in time expressions practice. <b>Use of English assessment</b> 1/ A modified cloze test containing eight gaps for B2 level or 2/ Six separate items, each with a lead-in sentence and a gapped second sentence to be completed in three to six words, one of which is a given 'key' word for C1 level.	CA10 Expressing ability, possibility and obligation practice.	CA11 Conditionals practice.
<b>Assessment</b> (Out-of-class activities)			<b>Writing assessment</b> Written review of Ch. 7-9 1/ 140-190 words for B2 level or 2/ 220-260 words for C1 level.

## Unit 10

Goal 1: By the end of this unit, the students will use wider vocabulary and grammatical phrases in their analyses of events and people.

<b>Unit 10</b>	<b>Day 1</b>	<b>Day 2</b>	<b>Day 3</b>
<b>Speaking &amp; Listening</b>	Obj: The students will explore the connection of money and marriage in 18 century and now.	Obj: The students will speculate about the reasons of General Tilney's sudden order to throw Catherine out of his house.	Obj: The students will speculate about the consequences of Catherine's removal on Henry and his sister Eleanor. Such speculation will help student see that there is not only one way of looking at things/novels and that subsequent re-readings can make them create a new understanding of the

			happening in the novel. Thus, this promotes taking the book again and again, which helps with remembering new phrases seeing them repeatedly.
<b>Focus/Reading/Listening</b> (Out-of-class activities)	Chapter 10, Society and class	Chapter 10, Rudeness	Chapter 11, Disbelief
<b>Use of English/Writing</b> (Out-of-class activities)	CA12 Nouns and articles practice.	CA13 Ways of contrasting ideas and The language of comparison practice.	CA14 Comment adverbials and intensifying adverbs, Cleft sentences for emphasis practice.
<b>Assignment</b> (Out-of-class activities)			Written review of this unit's analysed chapters.

## Unit 11

Goal 1: By the end of this unit, the students will talk with confidence about Catherine's self-discovery, characters, places, events.

<b>Unit 11</b>	<b>Day 1</b>	<b>Day 2</b>	<b>Day 3</b>
<b>Speaking &amp; Listening</b>	Obj: The students will explore Catherine's feelings of being at home away from Henry.	Obj: The students will explore Catherine's parents' reaction of having her daughter offended by General Tilney.	Obj: The students will analyse John Thorpe and General Tilney and their intentions with Catherine. The students listen to extracts from GR audio CD and build confidence in reflecting on the listening part.
<b>Focus/Reading/Listening</b> (Out-of-class activities)	Chapter 11, Love	Chapter 11, Arrogance	Chapter 12, Inheritance
<b>Use of English/Writing</b> (Out-of-class activities)	Revision for final assessment	Revision for final assessment	
<b>Assignment</b> (Out-of-class activities)			Written review of this unit's analysed chapters.

## Unit 12

Goal 1: By Day 2 of this unit, the students will explain the importance of parents' consent in connection with their children getting married.

<b>Unit 12</b>	<b>Day 1</b>	<b>Day 2</b>	<b>Day 3</b>
<b>Speaking &amp; Listening</b>	Obj: The students will explain the reasons of Henry's proposal to marry Catherine. The students will explore the conditions of Catherine's parents of granting their approval.	Obj: The students will produce their opinions if son's disobedience or parental tyranny lead to the wedding of Catherine and Henry. The students listen to extracts from GR audio CD and build confidence in reflecting on the listening part. The students will be encouraged to use GR with audio CD and unabridged versions to read aesthetically and efferently other Austen's and other writers' novels (see appendix for Penguin's graded	



		reader information on choosing 20 Bestselling Graded Readers)	
<b>Focus/Reading/Listening</b> (Out-of-class activities)	Chapter 12, Proposals, Responsibility	Chapter 12, Dilemma	
<b>Use of English/Writing</b> (Out-of-class activities)	Revision for final assessment	Revision for final assessment	
<b>Summative assessment</b> (see appendix for B2 First and C1 Advanced Cambridge English Qualifications)			<b>Writing exam</b> Write a review of <i>Northanger Abbey</i> 1/ 140-190 words for B2 level or 2/ 220-260 words for C1 level.

### Unit 13: Assessment

<b>Unit 13</b>	<b>Day 1</b>	<b>Day 2</b>	<b>Day 3</b>
<b>Summative assessment</b>	<b>Speaking exam</b> 1/ a 2-minute discussion followed by a 1-minute decision-making task for B2 level or 2/ a 5-minute discussion (collaborative task) for C1 level.		
<b>Summative assessment</b>		<b>Listening exam</b> 1/ A monologue lasting 3–4 minutes. Candidates are required to complete the sentences with information heard on the recording for B2 level 2/ A conversation between two or more characters of approximately 4 minutes. There are six multiple choice questions, each with four options for C1 level.	
<b>Summative assessment</b>		<b>Use of English exam</b> 1/ A modified cloze test containing eight gaps for B2 level or 2/ Six separate items, each with a lead-in sentence and a gapped second sentence to be completed in three to six words, one of which is a given 'key' word for C1 level.	<b>Reading exam</b> 1/ A text from which sentences have been removed and placed in jumbled order after the text. Candidates must decide from which part of the text the sentences have been removed for B2 or 2/ A text from which paragraphs have been removed and placed in jumbled order after the text. Candidates must decide from where in the text the paragraphs have been removed for C1 level.

### Course Materials

The primary book *Northanger Abbey* + Audio CD/MP3, graded reader from Penguin Reader (C1 – level 6 with 3000 headwords) and related Placement tests and Activity worksheets from PENGUIN READERS Teacher Support Programme for reading comprehension and assessment will be the main resource for the course. The graded reader will give them necessary content, vocabulary and

grammar input. I will be using teacher graded reader manuals to help me with delivering the best possible quality lessons. All novel chapters will be critically analysed to give the students deep understanding of the plot, characters and events. Their own life will be compared and contrasted to the life of characters in the novel. This will help them understand the adult way of life and communication. Based on ACTFL standards for book assessment I selected *Complete First* and *Complete Advanced* textbooks and workbooks with audio CD and interactive DVD from Cambridge University Press as suitable supporting resource for out-of-classroom work to help them practice for the skills requirements for B2 and C1 levels. These textbooks are typically used as official preparation material for Cambridge ESOL certificates, so their contents will meet all their practice needs. These books' content can be discussed too but in the first and last stages of the lessons. It is important to understand that they are secondary resources in this course. Such a combination of graded-reader book, textbooks and workbooks will give them suitable focused resources specially designed for their levels to meet their needs. It is expected that students will be responsible enough to learn as much as possible from the textbooks but the teacher will constantly monitor if students have necessary skills for effective communication. If not, the teacher will direct them to relevant sections of the textbooks to improve their skills and be better prepared for online speaking lessons.

### **Technological integration**

As it is important for students to be engaged and immersed out of classroom too, the Moodle platform will make this possible. I will give students explanation how to use it. The students will be uploading their assignments, posting their contributions to set topics, responding to their classmates on the novel work. Also, students will have possibility to create any blogs dealing with their concerns, ideas from any of other secondary resources or anything picked up from the internet. To promote situational interest the students will be encouraged to use websites with unabridged versions of the novel, TV and video channels to watch film/theatre adaptations, novel analyses, lectures dealing with the subject matter, radio novel episodes and discussions. Zoom video application will be used to

bring all gathered knowledge from their out-of-classroom study into the speaking output. There the students will be able focus on fluency and get so much needed practice in spoken interaction.

I believe that every part of Substitution, Augmentation, Modification and Redefinition (SAMR) model has its advantages and disadvantages. A blend of their features will contribute to effective learning in the course. Due to the continuous progress in the world today, my course will be mostly built on the Redefinition part. I strongly believe that one of the benefits is that the newly-acquired knowledge gets into the long-term memory. It opens up a plethora of opportunities for students and teachers alike. Not being confined to a physical place, higher flexibility of time learning, faster speed of feedback, lower stress factor are some of its benefits. The world is becoming more 'available' to a higher number of travellers who need a quick feedback e.g. for their submitted assignments in order to apply teacher's recommendations to their next submission as well as future submissions in other courses. On the other hand, teachers are able to save a lot of time by eliminating processes not connected with the focus on teaching and learning. Students will be encouraged to use websites with e.g. unabridged versions of the novel, TV and video channels to watch film/theatre adaptations, novel analyses, lectures dealing with the subject matter, radio novel episodes, discussions, Zoom/Skype video call applications for students to interact with each other. Students will be encouraged to communicate with native English speakers too via telephone in e.g. purchasing novels from English speaking countries. Such extensive input of the English language via authentic real life resources will bring their classroom learning into the real world. Frequent usage of such technological resources will help EFL students who normally wouldn't have the possibility of everyday communication with native English speakers get used to their way of speaking. Of course, there are disadvantages to using such resources. Perhaps, not trying to make greater effort to look for English speaking visitors in students' surroundings could be one. However, one must make do with what they have but the teacher will provide students with a plethora of opportunities for meaningful input as well as output.

## Process

My English learning started long time ago back in 1980's when my 12 year older brother created the interest in me to learn languages. But due to the limited space I will try to focus on the recent period to explain the process. At the beginning I had an idea of combining a graded reader with typical 4-skill dedicated exam preparation course books in order to facilitate learning the English language for both formal examination but especially for everyday use with mixed proficiency and different age levels of students. Each student is different so I provided them within the same group a possibility to either aim for B2 or C1 level summative assessments to make everyone a winner.

To make the above possible, one needs to have the best possible resources so, first, I looked into the offer of four main established publishers; two corporate are Pearson (Penguin Graded Reader Section) and Macmillan and two academic are Oxford University Press and Cambridge University Press. The first three make many adaptations of classic novels and the last one focuses on other than classic ones. Having considered the offer I selected a Jane Austen's novel *Northanger Abbey* because it describes the adventures of the characters with the ultimate happy ending which promotes great and positive conditions for learning. The novel plot can be compared and contrasted with the lives of my students in a way that students get engaged and immersed into the adventures without knowing that they are learning the English language. Unconscious learning helps greatly with long-term retention of newly-acquired knowledge. Second, based on ACTFL standards for book assessment I selected *Complete First* and *Complete Advanced* textbooks and workbooks with audio CD and interactive DVD from Cambridge University Press as suitable supporting resource to help them see the requirements for skills at B2 and C1 levels. And lastly, I selected resources freely available on the internet from unabridged versions of the novel from Gutenberg website to film productions, video lectures.

Having studied this ENG 530 Curriculum and Materials Design online course I have gained a lot of views on making the lessons as interesting as possible based on pedagogical approaches which are

implemented into the communication among the students and the teacher. Based on this experience of interacting informally in a very friendly way with our enormously understanding and caring project professor and my classmates I would recommend EFL teachers to be open, tolerant and experimental in their teaching careers and be ready to continually learn anything which contributes to improvement of lives via the English language.

## **Conclusion**

This project is a starting point with some perceived directions but as circumstances change, opinions alter (to borrow Isabella Thorpe's utterance from the novel) and they do as time goes by, the course needs to be understood as a constantly evolving language programme. The information collection and the course should not be understood as a finished product. The course will continue to be open to adjustments and adaptations incorporating suggestions from key stakeholders. This course aims to improve the position of EFL education in graded readers area where amazing stories (each unique adaptation in its own right) and specially designed for each level have enormous capacity to interest students and the teachers alike and improve their not only English language knowledge but also the knowledge about the world. Many stakeholders in general will benefit from such courses including students, teachers, parents, schools and graded reader publishers in gaining better tolerance with one another, to give at least one example. The above curriculum might be adapted for various countries and other fiction and non-fiction literature genres besides the novel. These may include EFL lessons focused on drama, poetry, history, science to name a few. The structure of this curriculum could be used as it is with specific parts being changed to consider the idiosyncrasies connected with specific genres.

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## Appendix

### LESSON PLAN – Example

Teacher's name:	LubomirBalogac
Length of lesson:	60 minutes
Students:	EFL on B2-C1 from 15+
Tuition:	Synchronous online and asynchronous learning
Material:	<i>Northanger Abbey</i> with MP3 audio CD – Graded-reader Level 6, Penguin, Technical devices/applications for online tuition e.g. mobile phone, Zoom, Moodle platform
Assumptions:	The students have high motivation for continuous learning. The teacher is a collaborator, facilitator and learner too, so teaching and learning go both ways.

<b>Unit 1 Day 3 - Lesson 1.3 (General information of a typical lesson)</b>	<b>Underlying beliefs</b>
<p><b>Objective(s):</b> Students will talk about Ch. 1 by explaining their first impressions.</p>	<p>Participatory approach will help students to get personally engaged to promote focus on fluent output. A lot can be said even in short stretches of time if the information is concise and coherent. Such spoken communication increases student's confidence. Students will become better listeners focusing on relevant issues. This helps long-term retention of new grammatical and vocabulary structures. Everybody is different and the teacher will take this into consideration when communicating. Students will each speak individually, in groups for about a minute at a time to practice for Spoken ESOL/school exams and real life communication. Students will listen to one another and express their own opinions in order to get engaged in the discussion. Teacher will communicate with each student based on an informal SWOT analysis of each student.</p>
<p><b>Stage 1: Brainstorming 15 minutes</b> Teacher: He greets students and promotes open communication with the comment: '<i>Anything goes.</i>' Students: They talk about themselves, surroundings, events. Activity: Group open spoken reflection about the world and its people.</p>	<p>Students and teacher under affective filter factors will speak their mind about anything including the course based on Dogme and Economy classroom with affordances. This promotes camaraderie, which helps students remember their discussion and retain newly acquired words used in context in the long-term memory.</p>
<p><b>Stage 2: Focus 15 minutes</b> Teacher: <i>Each student will contribute their part in creating the complete presentation of Ch.1.</i> Students: They will express their own understanding of the dealings within Ch.1. Activity: Students will take their turns to provide as many details as possible.</p>	<p>Students and teacher will have prepared by previously accomplished classroom and out-of-classroom activities and will focus on the lesson's topic. Being prepared students use anything that they wish including their chosen new grammatical and vocabulary structures. Thus, they become autonomous learners by making their contribution as demanding as they wish. Teacher will help direct students of different levels to make the communication fluent.</p>
<p><b>Stage 3: Analysis 15 minutes</b> Teacher: He might help students with his own contributions and specially formed questions to promote the use of intended grammatical and vocabulary structures with the intention of making analyses, criticism, comparisons, contrasts about the dealings in Ch.1 and their own lives. Teacher will regularly use reading and listening extracts to give more balanced practice these skills. Students: Based on the listening to their classmates' analyses, they help uncovering the inner and outer lives of Ch.1 characters. Options: Listening to a short extract from a chapter and consequent analysis.  Reading an extract from a chapter and consequent analysis. Activity: Group discussion.</p>	<p>Students and teacher will analyse the topics (themes, characters, places..) from Stage 2. Teacher is a learner too so there is no right answer as to the reading of Ch. 1. Teacher will do his best to promote the open expression of students' views via open-ended tasks. Listening option from Stage 2 will help students with interactive activities.  Listening and reading too will be used for interactive activities such as debates (competitive focus), discussions (understanding).</p>
<p><b>Stage 4: Conclusion 15 minutes</b> Teacher: He will direct students to relate this lesson's content to the previous current and next ones in order to help students their progression.</p>	<p>Students and teacher will ask each other any other questions about the current and next lesson(s) on any topics including the novel.</p>

<p>Students: They will refer back and forward to get more engaged in the story and compare it with their own lives in this period. Activity: Group discussion.</p>	
<p>Out-of-class activities Students: If necessary, they consult the compulsory textbooks (CF and CA) to improve their skills. Read the next Ch. 2. of GR. Write in Moodle one reflection about today's lesson and at least one response (each of about 110 words) to a classmate's reflection using the newly acquired grammatical and vocabulary phrases using e.g. CF1 Present perfect simple &amp; continuous practice. Teacher: Will read their Moodle contribution.</p> <p>Types of connections: Activities for text-to-self, text-to-text, text-to-world understanding.</p>	<p>Students and teacher will prepare for next lesson(s) in order to efficiently use the allocated time for speaking and listening. The compulsory textbooks are a sort of reference ones in order to give students more autonomy to work on any skills they need or wish. Any issues, questions, comments will be discussed on Moodle platform or in next lessons in Stage 1. Social, academic and professional writing genres with micro and macro skills will be explained. Responsive discourse level writing tasks for deeper analyses of hidden within sentence, paragraphs, sections.</p> <p>Extensive listening exercises will be promoted in order to get the overall understanding of messages and intensive ones to focus on specific information. Flipped classroom for reading at home instead of in class with tasks mostly done at home/Moodle. Bottom-up and top-down models will be pointed out for decoding e.g. to identify synonyms, paraphrases of literal meanings of words. Background knowledge will be brought up to speculate beyond text. Students will be asked to keep Double-Entry-Journals (e.g. Cornell method) for note-taking during reading which can help them with predictions, gathering and organising information to understand text deeper. SQ3R especially for pre-reading activities in e.g. connection with website use to get better prepared for lessons/Moodle. Sine qua non comprehension activities for students to properly understand text and to be ready for next development will be absolutely necessary. Practice of cohesive devices. Grammar sub-skills e.g. from punctuation to uses of different tenses will be will be focused on to improve especially writing assignments. Lexical and form frequency grammatical structures focused on. This will promote deductive learning for out-of-class activities.</p>
<p><b>Feedback</b> Students: They will be asked to propose any suggestions. Teacher: He will try to spread the students' suggestions among all participants and use discussion to amend the course if necessary.</p>	<p>Students' and teacher's suggestions will be considered together in order to give students possibility to get the most out of the course.</p>
<p><b>Comments</b> Any comments are welcome about the success/failure of the lesson(s) completed or AOB.</p>	<p>The outcome of lessons will show if it met students' and teacher's expectations.</p>





# Penguin Readers Teacher's Guide: Placement Tests

The *Penguin Readers Teacher's Guide: Placement Tests* have been designed to provide teachers with a quick and effective way of deciding whether students are ready to enjoy the next level of Penguin Readers.

There are six levels of test, corresponding to levels 1–6 of the Penguin Readers. There are two tests at each level, the B Test providing a follow-up for re-testing in the event of the majority of the class not obtaining the requisite score.

Each test is in multiple-choice format and so can be given and marked very quickly to aid a prompt decision.

## Progress test LEVEL 6

PENGUIN READERS  
Teacher Support Programme



### Northanger Abbey

Photocopiable

**1 What's first? Number the sentences 1–10.**

- a  Catherine is invited to stay at Northanger Abbey.
- b  Catherine apologises to Henry, and explains the reason for her absence.
- c  James sends Catherine a letter saying the engagement has been broken off.
- d  The General finally gives his consent to the marriage of Henry and Catherine.
- e  Catherine is introduced to Henry Tilney at a ball in Bath.
- f  Catherine is thrown out of Northanger Abbey by the General.
- g  Isabella dances with Captain Tilney at a ball.
- h  Henry sees Catherine coming out of his late mother's room and becomes angry.
- i  Isabella and Catherine unexpectedly meet their respective brothers in the street.
- j  Isabella tells Catherine she is engaged to her brother.

**3 Are these sentences right (✓) or wrong (X)?**

- a Mrs Allen had one son and two daughters.
- b Catherine was amused at John Thorpe's praise of his horse and carriage.
- c Isabella and James made Catherine feel left out of their company.
- d At first, the General is very cold and unfriendly towards Catherine.
- e When James was away from Bath, Isabella flirted with Captain Tilney.
- f Isabella was disappointed when she received James's second letter.
- g Henry teased Catherine and tried to frighten her on their journey to the Abbey.
- h Henry told Catherine that his father had really cared for his wife.
- i Henry and Eleanor were very sad that James and Isabella had split up.
- j The General's decision to condone the marriage wasn't influenced by money.



## Northanger Abbey

**Wealth:** Isabella pretends she cares nothing about money yet when an opportunity presents itself to marry a richer man than her fiancé she attempts to take it. The General will not countenance a penniless marriage and John Thorpe boasts about his imaginary wealth.

**Innocence:** Catherine, a quiet country girl, is totally unaware of the ways of the world especially where love is concerned. Her naivety about men is contrasted with Isabella's cynical understanding of them.

### Discussion activities

#### Chapters 1–2

##### Before reading

- Quiz:** After the students have read the Introduction, put them in groups of three and tell them they are going to answer some questions about facts contained in the Introduction. Then read out the following questions which the students have to write the answer to: *When was Jane Austen born? (1775) How many novels did she write? (Six) Was the village of Steventon in the east, west, north or south of England? (South) At what age did Austen write Love and Friendship? (Fourteen) When did her father retire? (1801) How old was she when she died? (Forty-one) What was Austen's older sister's name? (Cassandra) Which English king kept her novels in his houses? (King George IV)*

(p. 8, after 'It cost me more than any other dress in my wardrobe.')

- Discuss:** The students will know that Mrs Allen is obsessed by clothes. Put them into groups to discuss the following questions about clothes: *How important are clothes to you? Are women more interested in clothes than men? How much do you spend on clothes a year? Are there any shops you regularly buy clothes in? Do you think the way you dress says something about your personality? What is your country's national dress? Should there be dress codes for formal events such as weddings, funerals, dinner parties, business meetings?*

##### After reading

- Research:** The two girls are interested in Gothic novels. Ask the students to look for information on the Internet about this genre. Then they have to give an oral presentation, pointing out the main themes of Gothic literature, its principal writers and a brief description of one important novel.

#### Chapters 3–4

**While reading** (p. 24, after 'Don't you agree, dear Catherine?')

- Role play:** Put the students in pairs and tell them they are going to act out a conversation between Catherine and Mrs Allen. Mrs Allen asks about Mr Thorpe and the ride in the carriage and Catherine answers very truthfully what she thinks.



## Northanger Abbey

Photocopiable

### While reading

#### Chapters 1–2

**1 Are the sentences right (✓) or wrong (X)?**

- a When she was a child, Catherine liked to draw people.
- b Mr Allen went to Bath for business reasons.
- c Catherine's sister wasn't upset when Catherine went to Bath.
- d Mrs Thorpe and Mrs Allen had been at the same school together.
- e Both Catherine and Isabella were interested in Gothic novels.
- f Isabella liked men with medium brown hair.
- g Isabella pretended she wasn't interested in one of the men in the Pump Room.

**2 Circle the right word or words.**

- a Catherine was *delighted* / *disappointed* when her music teacher left.
- b Catherine's father gave her a *book* / *purse* to take to Bath.
- c Mrs Allen wasn't a very *knowledgeable* /

e set his Mr Drummond daughter a pearls gave of

f suggested for they walk Miss Tilney that a go

g weren't her Mr Thorpe coming that Catherine told friends

**4 Find the right words in Chapters 3–4.**

- a A word to describe unpleasant, violent or rude behaviour. (p. 15) .....
- b It is similar to angry or annoyed. (p. 18) .....
- c You do this when you are embarrassed and your face goes red. (p.18) .....
- d Something is this if it is very boring or tedious. (p. 22) .....
- e Something very noticeable and/or important. (p. 26) .....
- f You do this when you think to yourself. (p. 28) .....
- g It is similar to plan and sometimes has a negative meaning. (p. 32) .....



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# Penguin Readers

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## Teacher's Guide

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### to Developing Listening Skills

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This guide offers English language teachers practical advice on how to use audio cassettes with graded Readers. It contains a variety of suggestions for activities for use in the classroom, and includes 12 photocopiable student's Worksheets. The Worksheets are linked to specific Penguin Readers but can be adapted for use with any graded Reader.

This Guide describes:

- the role of graded Readers in the learning of English and the main ways in which they can be used
- the advantages of using audio cassettes with graded Readers
- how the use of audio cassettes fits in with reading classes and the development of students' listening and reading skills
- a wide variety of activities and suggestions for using cassettes with a class Reader:
  - before reading the book or sections of the book
  - after reading sections of the book
  - after reading the book

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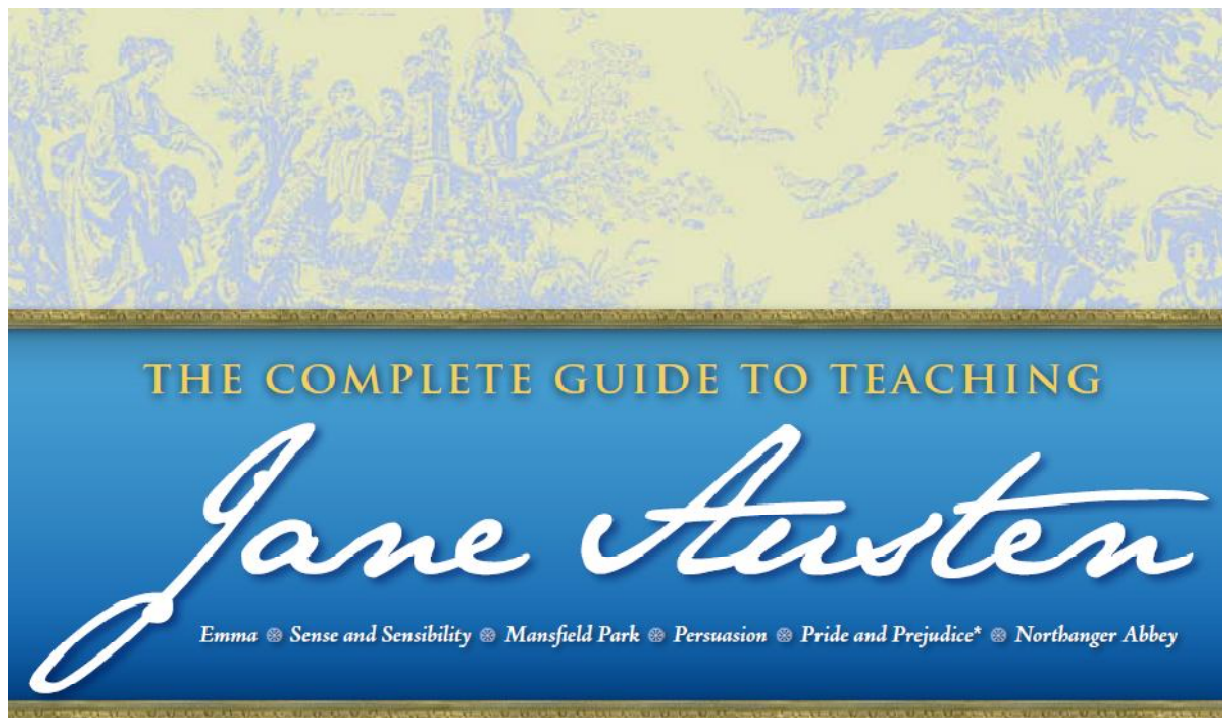


The Series Editors have used many resources to develop the guidelines:

- The British National Corpus (BNC) - a 100-million word collection of samples of written and spoken language from a wide range of sources
- The 2,000-word Longman Defining Vocabulary which is used in all Pearson Longman dictionaries
- The Common European Framework of Reference (CEFR)
- An analysis of vocabulary and grammar taught in modern, widely-used English Language Teaching textbooks



LEVEL 3 1200 HEADWORDS <i>As previous level plus</i> <b>A2</b>	LEVEL 4 1700 HEADWORDS <i>As previous level plus</i> <b>B1</b>	LEVEL 5 2300 HEADWORDS <i>As previous level plus</i> <b>B2</b>
<p><b>PRONOUNS</b></p> <p>Indefinite: <i>someone, anyone, everyone</i> Interrogative: <i>Whose?</i> (also as determiner) <i>one/ones</i> Reflexive (but not for emphasis) Relative: <i>who, which, that</i></p> <p><b>DETERMINERS</b></p> <p><i>the</i> + adjective All cardinal and ordinal numbers Predeterminers: <i>all</i> Relative: <i>whose</i> Distributives: <i>both, either, neither</i> <i>a</i> meaning <i>per</i></p> <p><b>ADJECTIVES</b></p> <p>Intensifiers: <i>much, a bit, a lot</i> Adjective + <i>to</i></p> <p><b>VERBS</b></p> <p>Present perfect simple Past continuous Passive forms: present and past forms of <i>be</i> + past participle <i>is/was/has been able to</i> <i>can't</i> to deny possibility <i>could</i> for requests and suggestions <i>must</i> for obligation <i>shall</i> for suggestions, plans, offers <i>need (to)/needn't</i> for necessity <i>should</i> (positive only) for advice <i>would</i> for desires, preferences to + infinitive after <i>what/where</i> etc. Infinitives after permitted verbs and adjectives, with <i>too/enough/very</i>, after indefinite pronouns/ adverbs, infinitive of purpose Question tags: positive tag following negative statement and vice versa Common phrasal verbs with non-transparent meanings</p> <p><b>ADVERBS</b></p> <p>Comparative: <i>or/at, more/most</i> + adverb</p> <p><b>SENTENCES</b></p> <p>Sentences with more than two main clauses Sentences with one main and one subordinate clause Zero and first conditional Defining relative clauses (but not embedded) Clauses with <i>wh</i> words Clauses ending in <i>so, not</i> Reported speech with <i>to</i> + infinitive</p>	<p><b>PRONOUNS</b></p> <p>Indefinite: <i>no one</i> Relative: <i>whose</i> Reflexive, for emphasis Reciprocal: <i>each other</i> Pronoun + <i>of, to</i>, adjective, relative clause</p> <p><b>DETERMINERS</b></p> <p>Predeterminer: <i>such</i></p> <p><b>ADJECTIVES</b></p> <p>Intensifiers: <i>newly as, just as, not quite as</i> Comparative/superlative with <i>less/least</i> Adjective + <i>enough</i></p> <p><b>VERBS</b></p> <p>Simple passive verb forms (except modal perfects) Present and past continuous passive verb forms Present simple for future reference Present perfect continuous Past perfect <i>have something done</i> <i>make/let</i> + infinitive <i>used to/was/were/going to</i> <i>had better</i> for advice or desirability <i>may/might</i> for possibility <i>must</i> for deduced facts <i>should/ought to</i> for advice, duty, desirability <i>would</i> for hypothetical situations Question tags: positive tag following positive statement</p> <p><b>CONJUNCTIONS</b></p> <p><i>as well as</i></p> <p><b>SENTENCES</b></p> <p>Complex sentences where the relations between clauses are uncomplicated Non-defining relative clauses Second conditional <i>if</i> clauses after verbs of asking, wondering etc. Reported speech with past tense reporting verbs</p> <p>Cambridge ESOL Exams: B1 Preliminary PTE General: 381-540</p>	<p><b>VERBS</b></p> <p>Past perfect continuous Future continuous <i>get something done</i> <i>may</i> for permission <i>would</i> for willingness/refusal</p> <p><b>CONJUNCTIONS</b></p> <p><i>as soon as</i></p> <p><b>SENTENCES</b></p> <p>Relative clauses: embedded, defining Responses with <i>so/neither/nor</i> Third conditional</p> <p>Cambridge ESOL Exams: B2 First PTE General: 541-700</p>
		<p><b>LEVEL 6 3000 HEADWORDS <i>As previous level plus</i> <b>C1</b></b></p> <p><b>PRONOUNS</b></p> <p>Reciprocal: <i>one another</i></p> <p><b>VERBS</b></p> <p>Future perfect Modal perfects <i>might</i> for a suggested course of action <i>must have/can't have</i> for assumptions <i>should (have)</i> for expectation <i>will (have)</i> for assumptions <i>would</i> for habitual past actions</p> <p><b>SENTENCES</b></p> <p>Mixed conditionals Inversion after <i>hardly, no sooner</i> etc. <i>-ing/wh-</i> clause as subject Sentences with <i>with</i> + <i>verb/wh/wh-</i></p> <p>Cambridge ESOL Exams: C1 Advanced PTE General: 701-910</p>



Isabella Thorpe from Northanger Abbey

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## About This Guide

Originally written in conjunction with the 2008 series *The Complete Jane Austen* (film versions of all six Jane Austen works), this guide can be used with earlier MASTERPIECE versions of Austen's works, as well as the 2010 broadcast of *Emma* starring Romola Garai and Jonny Lee Miller. MASTERPIECE films are available for purchase on [shopPBS.org](http://shopPBS.org). You may want to purchase the following films to use with this guide:





### ***Compulsory books***

*Northanger Abbey* Book and MP3 Pack, Austen J., Series Editors: Hopkins A., Potter J., (Penguin Graded Readers Level 6), 2011, London: Pearson ISBN: 9781408221105

*Complete First Student's Book with Answers with CD-ROM*, Brook-Hart, Guy, 2014, Cambridge: Cambridge University Press, ISBN: 978-1107656178

*Complete Advanced Student's Book with Answers with CD-ROM*, Guy Brook-Hart, Simon Haines, 2014, Cambridge: Cambridge University Press, ISBN: 9781107501416



## **Websites**

Unabridged version of *Northanger Abbey* by Jane Austen

(1803) <https://www.gutenberg.org/ebooks/121>

Summaries and analyses of Unabridged version of *Northanger Abbey* by Jane Austen (1803)

<https://www.gradesaver.com/northanger-abbey/study-guide/themes>

*Northanger Abbey* [2007] - FULL MOVIE <https://www.youtube.com/watch?v=MqrfXsDshqg>