

TEACHER'S NOTES BOOKLET

Sense and  
*Sensibility*

JANE AUSTEN

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# CONTENTS

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<b>Background information</b>	<b>3</b>
<b>Activities before reading the story</b>	<b>5</b>
<b>Activities while reading the story</b>	<b>6</b>
<b>Activities after reading the story</b>	<b>7</b>
<b>Extended writing</b>	<b>8</b>
<b>Projects</b>	<b>9</b>
<b>Worksheets</b>	<b>10</b>
<b>Key to Book Exercises</b>	<b>15</b>

## GRADING SCHEME

### LEVEL ONE (500 headwords)

present simple  
present continuous (present)  
*going to* (future)  
past simple  
imperative  
*can* (ability and permission)  
*would like* (requests and offers)  
*must* (obligation)  
*let's, shall* (suggestions)  
gerunds  
adverbs (time, manner and place)  
adjectives (comparatives and superlatives)

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### LEVEL TWO (800 headwords)

*all of the above, plus*  
present continuous (future)  
*going to* (intentions)  
present perfect  
past continuous  
past perfect  
passive (simple forms)  
*will/shall* (future, requests and offers)  
*must/can't* (deduction)  
*have to* (obligation)  
*should* (advice)  
gerund as subject  
*too/enough* + adjective  
reported speech (with *ask/tell/say*)  
zero and first conditional  
defining relative clauses

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### LEVEL THREE (1200 headwords)

*all of the above, plus*  
present perfect continuous  
passive (all tenses excluding modals)  
*was/were going to*  
*used to*  
*make/let*  
*may/might* (possibility)  
reported speech

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### LEVEL FOUR (1800 headwords)

*all of the above, plus*  
past perfect continuous  
future perfect  
future continuous  
passive (modals)  
*had better/would rather*  
second and third conditionals

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## BACKGROUND INFORMATION

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Jane Austen was not well-known or widely read during her own lifetime, but by the end of the nineteenth century she had acquired many devoted admirers. Biographers and literary critics have written endlessly about her, with major new interpretations of her life and work appearing in bookshops every decade. Each generation creates its own version of Jane Austen. The raw material is very thin, however. The richest source for the biographer are Jane's letters, many of which were written to her sister, Cassandra. The letters are a very frustrating source, however, because they tell a very incomplete story. Cassandra censored Jane's letters heavily after her sister died, burning any she considered compromising and cutting out any reference to Jane's feelings in the ones that she did not burn.

Recent biographers have done very detailed research into family and local records, looking carefully for the truth about Jane. But unless a bundle of letters in Jane's hand lies waiting to be discovered, we will never have a complete picture of the real Jane Austen.

The introduction to the Richmond Reader, *Sense and Sensibility*, provides biographical details of episodes in Jane's life.

### The value of money

As always in life, the acquisition of money is a preoccupation of Jane Austen's characters. Jane is very precise in the information she gives about incomes and fortunes in *Sense and Sensibility*. The easiest way to give an idea of the value of money two hundred years ago is by comparison. We know that John Dashwood becomes very wealthy after the death of his father when he adds £10,000 to the £20,000 he already has, together with Norland Estate and the income from its land. His half-sisters and their mother, by contrast, have £10,000 between them. This money will bring them £500 a year interest. Each of the three girls has only £1000 of her own, which she can bring to a marriage. Miss Morton, by contrast, Mrs Ferrars' chosen wife for Edward, has £30,000 to bring with her. Such a small sum as £1,000 does not make the girls very eligible marriage partners. It is not so little, however, that they have to take needlework in or work as governesses – two of the very few options open to women of their class who needed to earn money.

### The structure of society

Society in the early nineteenth century was very rigidly organised. People could try to improve themselves, but everyone knew their place. The average working family was very close to subsistence level, despite a gradual increase in the national wealth as the effects of the industrial revolution on the economy began to be felt. Poor rural labouring families lived in one-roomed damp hovels; their urban counterparts fared better but suffered over-crowding, polluted water and dangerously bad sanitation. The potato was the basis of the diet of the poor – a loaf of white bread was a real treat and a status symbol. The children of labouring families provided the servants for the grand houses of the gentry and aristocracy.

Above labourers in the social hierarchy came shopkeepers and tradesmen. They worked for themselves and gave themselves a much higher social position than workers. Their numbers increased during the industrial revolution.

Next came the gentry. These included people with large houses and some land, as well as professionals who worked for a living – lawyers, clergymen, bankers, army and navy officers. Professionals were often younger sons, whose elder brothers had inherited the family estate. People who made fortunes from the industrial revolution were beginning to join the gentry, which over the nineteenth century was transformed into the middle class.

Finally, there was the aristocracy. This was made up of families who owned huge areas of land and could trace their ancestors back to the Middle Ages and beyond. They had been granted land by kings and queens or had won it in battle. They made up the government and the top ranks of the church. At the very top of the social pyramid, of course, sat the king and queen.

### The lives of genteel women

The lives of genteel women, like Elinor and Marianne Dashwood, were very restricted. They were rarely able to work for a living and could only secure their financial future through inheritance or marriage. Jane Austen herself was an exception here, making money from her novels. She did not feel that her writing was quite respectable, however, and took great trouble to hide it from all but her close family. For a woman to be a good marriage prospect, she needed a reasonable sum of money of her own, a good family background and a spotless reputation.

If there were any hint of sexual activity attached to a young woman, she would never be able to marry. A woman who had a child outside of marriage would be excluded from society and considered a disgrace to her family.

### **Etiquette**

There were important rules of behaviour for all levels of society, particularly to do with relationships and marriage. A young woman and a young man were never left alone together unless they were engaged. An engagement was a strong commitment to marry and could only be broken off in extreme circumstances. Young people could not write directly to each other or exchange tokens unless they were married. Marianne's behaviour with Willoughby is only tolerated because everyone believes they are secretly engaged. As students read the story, remind them at intervals of this code of behaviour to emphasise how far Marianne and Willoughby transgress.

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# TO THE TEACHER

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Welcome to the Teacher's Notes for the Richmond Reader, *Sense and Sensibility*. Here you will find a wide variety of activities based on Jane Austen's novel. Materials for the students are given on the worksheets on pages 10 to 14.

There are five worksheets. Photocopy them as you need them for your students. Each activity in the Teacher's Notes that uses a worksheet indicates which worksheet to use after its title.

All the activities have suggestions for class management. They are all labelled as *whole class*, *group*, *pair* or *individual* tasks or a combination.

You may want to assign the individual activities for homework, but make sure that the students know exactly what to do before they start. Some of the activity types may be new to them.

## Activities before reading the story

### 1 Discussion: the social structure No WS

*Whole class*

- Use the section on the structure of society at the time when Jane Austen wrote this novel on page 3 of these Teacher's Notes. Build up a pyramid structure on the blackboard, showing how the different levels of society related to each other, with the aristocracy at the apex and the rural and urban labouring classes at the base.
- Encourage a comparison with society in the students' own countries at a similar period in history, bearing in mind that the industrial revolution began earlier in Britain than in many other parts of the world.
- Ask students how much the organisation of society has changed and how they would represent today's society visually. Would it still be a pyramid or is everyone on the same level? Today we might put celebrities higher than big landowners, in terms of their income and the influence they have over the rest of us.

### 2 Town and country: making comparisons

*No WS Groups or pairs, then whole class*

- If you have a mix of students who live in the town and the country, organise them into pairs or groups with half urban and half rural dwellers.

- Ask students to list the advantages and disadvantages of both town and country living. Can they reach an agreement on which is better overall?
- Broaden the activity into a whole class discussion. Build up lists on the board, with suggestions from students. Ask them to make a copy of the notes and keep them for a later activity.
- Ask students to consider while they read *Sense and Sensibility* whether Jane Austen favours town or country life. Tell them to note down points as they go along that support either view.

### 3 Starting a new book No WS *Whole class*

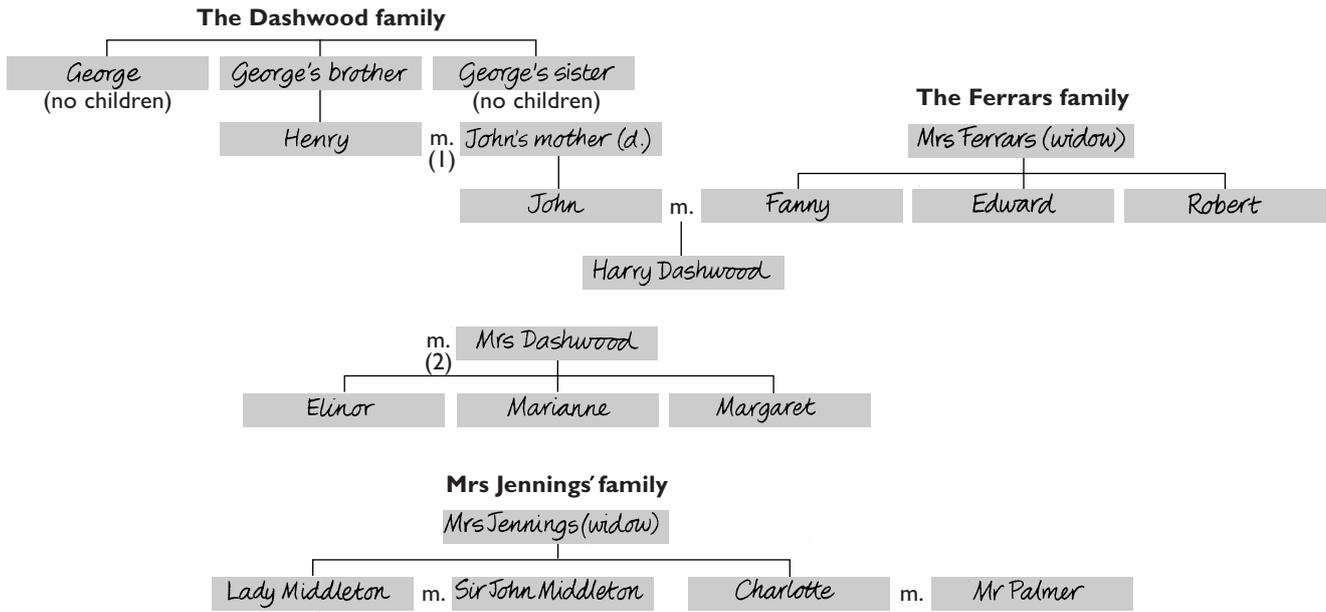
- Give out copies of *Sense and Sensibility* to your students. Ask students if they have seen Ang Lee's film of the book. Explain that changes were made to Jane Austen's novel in the film and that the Richmond Reader text follows the original more closely.
- Ask students who have seen the film what they liked about it. Also ask them not to give away the ending of the story to the rest of the class.
- Ask students to flick through the book and find features that will help them to understand the story: for example the front cover, the blurb (the short piece about the book on the back cover), the introduction, the illustrations, the glossary and the comprehension exercises.
- Explain that the illustrations are carefully planned to support understanding of new vocabulary.
- You might prefer to look at the introduction with students after they have read the story. Encourage students who are interested to read it in their own time.

### 4 Introducing the characters in the story

*No WS Whole class*

- Read through the list of characters in the story on pages x - xi, checking comprehension of the vocabulary as you go, particularly family relationships.
- Arrange with your students how much of the book you would like them to read at one time.

Activities while reading the story



5 Family relationships WS 1 Individual

- Begin this after reading Chapter 2.
- Students build up their family tree as they read the early chapters. They will be able to complete most of the spaces after reading the list of characters in the story on pages x - xi.
- Teach terms for different family relationships as you work through the story: *half-brother, in-laws, aunt, uncle, cousin, grandson.*

**Answers** The completed family trees look like the diagram above.

The answers to the questions are:

- 1 son-in-law/mother-in-law
- 2 grandmother/grandson
- 3 sister-in-law/brother-in-law
- 4 sister/brother
- 5 mother-in-law/son-in-law
- 6 father/daughter
- 7 nephew/uncle

6 Plot summary WS 2 Individual

- Do this activity after reading Chapter 5.
- Students match the sentence halves and check their understanding of the plot.

**Answers** 1 i, 2 g, 3 b, 4 h, 5 d, 6 j, 7 e, 8 a, 9 f, 10 c

7 Locations WS 2 Individual, then pairs

- Each time the story moves to or mentions a new location, students add to the information in the chart. They may have to come back to the Event column and complete it later.

- Get students to use their completed charts to quiz each other on the characters and locations in the story. For example:  
**A**(with chart in front of him/her): *Who lives in Berkeley Street in London?*  
**B**: Mrs Jennings.
- The completed chart might look like this:

Location	People who live there	Event
Norland	John & Fanny Dashwood	Elinor & Edward fall in love
Barton Cottage	Mrs Dashwood & her daughters	Marianne meets Willoughby
Barton Park	Sir John & Lady Middleton	Colonel Brandon falls in love with Marianne
Allenham Court	Mrs Smith	Mrs Smith confronts Willoughby about Lizzie Williams
Combe Magna	Willoughby	Willoughby and his new wife go there
Mr Pratt's, Plymouth	Mr Pratt	Edward became engaged to Lucy Steele
Berkeley Street, London	Mrs Jennings	Colonel Brandon tells Elinor his life story
Harley Street, London	John & Fanny Dashwood	Fanny discovers Lucy's engagement to Edward
Delaford	Colonel Brandon	Elinor and Edward lived there when they were first married
Cleveland	Charlotte and Mr Palmer	Marianne falls dangerously ill

**8 Marianne and Willoughby** WS 3 *Individual*

- Do this activity after reading Chapter 15.
- Students complete the text using the words provided.

**Answers** 1 wildly 2 carries 3 romantic  
4 visitor 5 believe 6 poetry 7 all 8 social  
9 notice 10 watching 11 cut 12 kiss  
13 happier 14 morning 15 explanation

**9 Lucy Steele** WS 3 *Individual or pairs*

- Do this activity when students reach the end of Chapter 20. Students build up a character profile of Lucy Steele as they read the rest of the story. They may find their picture of her changes slightly as events unfold.

- Discuss Lucy Steele's motives at different stages of the plot. For example:

*What is the social status of the Steeles?*

They are not well-educated and have no money, so we can assume they are the daughters of tradespeople.

*Why does she make Elinor her confidante at Barton Park?*

Because she suspects the deep feelings that exist between Elinor and Edward and wants to warn Elinor away.

*How does she use flattery?*

To make herself popular with people who might help her to achieve her objective of a good marriage.

**10 True or false?** WS 4 *Individual or pairs*

- Do this activity after reading Chapter 23.

**Answers** 1 F 2 T 3 T 4 T 5 F 6 F 7 T  
8 F 9 T 10 T

**11 Stop and predict** No WS *Individual, then pairs or groups*

- Do this activity after reading Chapter 26.
- Ask students to think about the following questions for a few minutes and note down their answers.
  - 1 What will Marianne do now?
  - 2 Why did Willoughby behave so badly to Marianne at the ball?
- When students have finished the book, get them to look back at their answers and see if they were right.

**Activities after reading the story**

**12 Discussion** No WS *Whole class*

- Ask for the students' reactions to the story – did they enjoy it or not?
- What did they think of the ending – predictable, enjoyable, surprising, unlikely?
- Will they go on to read Jane Austen in the original?
- Do we learn any universal truths or is it simply an interesting account of life during another period?
- How does the book compare with film/television adaptations they may have seen?

**13 Ordering events** WS 4 *Individual*

- Explain that the task here is to order the events as they happened in chronological order, not as we discover them in the story.
- Tell students to think carefully about their answers – the correct order is not immediately obvious.

**Answers** The correct order is: 6, 5, 18, 15, 11, 4, 14, 13, 2, 3, 16, 9, 8, 7, 17, 1, 12, 10

When Eliza Williams is having her child, Willoughby is spending all his time with Marianne and telling her how much he loves her.

**14 A biography** No WS *Individual or pairs*

- Students choose one of these characters and write a short account of his life story:  
Colonel Brandon, Willoughby, Edward

**15 Find the words** WS 5 *Individual*

**Answers** The completed word puzzle looks like this:

A	F	F	E	C	T	I	O	N	G	A
M	A	T	C	H	Q	P	A	N	B	T
Y	R	J	O	E	N	R	I	X	R	T
A	O	M	M	A	R	R	I	E	D	A
C	M	B	V	R	T	U	V	N	L	C
W	A	W	S	T	O	O	J	G	G	H
O	N	I	L	O	V	E	R	A	L	M
Y	T	F	E	E	L	I	N	G	S	E
P	I	E	H	R	A	Y	P	E	U	N
A	C	H	U	S	B	A	N	D	Z	T

**16 Who said this?** *WS 5 Pairs or groups*

- You might like to extend this activity by asking students who the speaker is addressing in each case and, briefly, what they are talking about.

**Answers** 1 Fanny 2 Mrs Dashwood  
3 Sir John Middleton 4 Marianne 5 Willoughby  
6 Edward 7 Lucy Steele 8 Elinor 9 Willoughby  
10 Elinor

**Extended writing**

**17 A letter** *No WS Pairs*

- At the end of Chapter 45, the Dashwoods get a letter from an excited Mrs Jennings in London. She writes to them with news of Lucy's treachery to Edward in running off with his younger brother, Robert.
- Students work in pairs and discuss what Mrs Jennings might say in her letter, looking at Lucy and Robert's wedding from her point of view. She knows nothing of Edward and Elinor's feelings for each other. She might also say how tired she now is of London and how much she is looking forward to seeing the Dashwoods again at Barton.

**18 Write a description** *No WS Individual*

- Students imagine this situation. Willoughby's seduction of Lizzie Williams was not discovered by Mrs Smith. Willoughby and Marianne were married. Write a paragraph describing their marriage.
- Tell students to describe the progress of their marriage, beginning with their ecstatic wedding day.

**19 Write a dialogue** *No WS Pairs*

- Students imagine one of the following pairs of contrasting characters are having a discussion about one of the topics below:  
Edward and Willoughby  
Fanny Ferrars and Mrs Dashwood  
Mrs Ferrars and Mrs Dashwood  
Colonel Brandon and Willoughby  
Sir John Middleton and John Dashwood
- how to bring up children
- women winning the right to vote
- whether people should marry out of their social class
- Working with a partner, they then write down a dialogue and, if time permits, act it out for the rest of the class.

## Projects

### 1 **Assembling a cast of characters** No WS

*Pairs or groups*

- Explain that students are simply going to produce a list of characters that might appear in a story or play together, like the list of characters on pages x-xi of the book. You won't be asking them to go on and write the story or play!
- Students think about the following:
  - heroes and heroines
  - minor characters, perhaps some humorous, some saintly, some evil
  - locations
  - relationships between the various characters
- Working in groups, they write a few lines about each character, sketching cameo portraits either in words or drawings.
- Each group presents its assembly of characters to the rest of the class.

### 2 **Dramatising a scene** No WS *Groups*

- Organise the class into groups. Each group decides on a producer or group leader.
- Groups choose a scene from *Sense and Sensibility* which they will dramatise.
- First they write a script based on the text in the book. Encourage them to include stage directions in their script.
- The next stage is casting - they don't all need to be in it.
- Allow time for rehearsals and for the actors to learn their lines.
- Schedule lesson time for performances - perhaps only one or two groups at the end of successive lessons.
- Feedback. Cast the rest of the class as critics. Encourage discussion of each performance. What could have been done better? Were the actors convincing? Was their dialogue convincing? What was particularly well done?

WORKSHEET

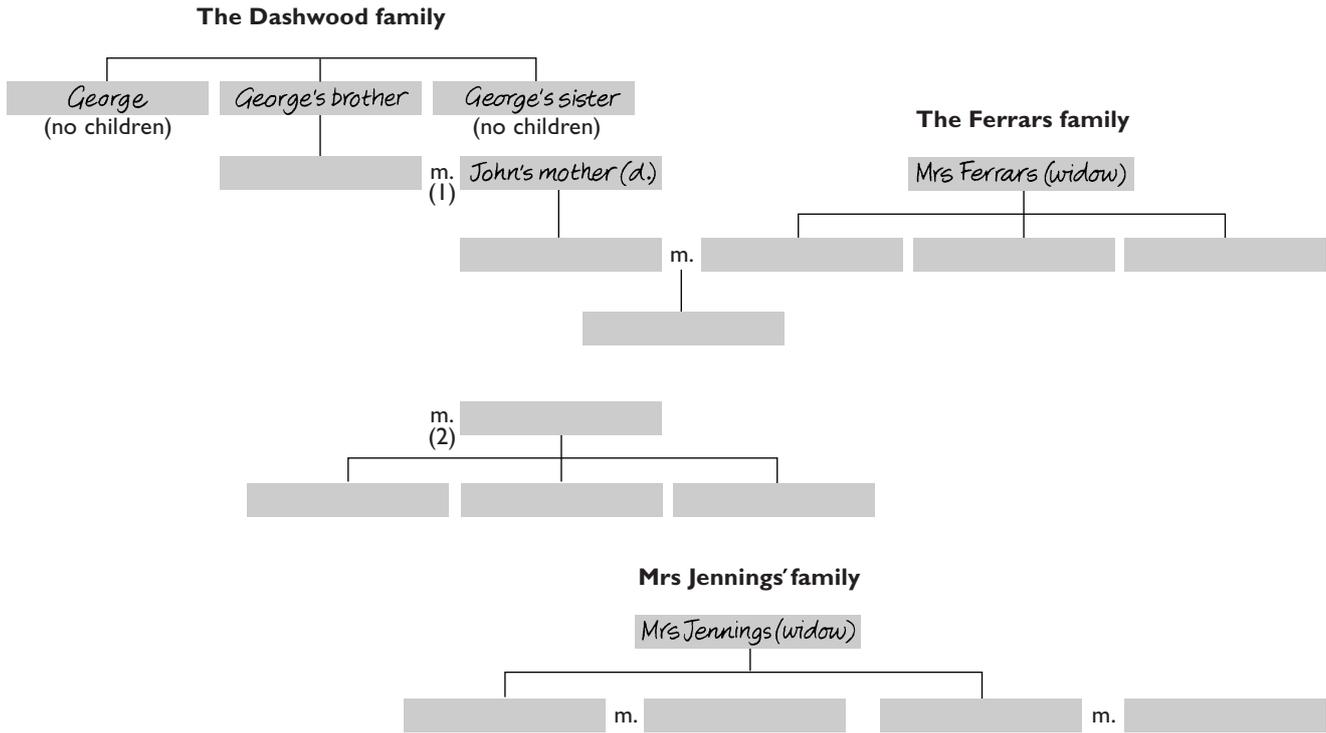
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Do this activity while you are reading the story, after the chapter given.

ACTIVITY 5 Family relationships

Begin this activity after reading Chapter 2.

You will be able to complete most of the spaces from the list of characters in the story on pages x-xi. When you have filled in all the spaces, answer the questions below.



What relationship are these pairs of characters?

Example:

Elinor and John Dashwood: *half-sister/half-brother*

- John Dashwood and Mrs Ferrars  
.....
- Mrs Ferrars and Harry  
.....
- Charlotte Palmer and Sir John Middleton  
.....
- Fanny Ferrars and Edward Ferrars  
.....

- Mrs Jennings and Mr Palmer  
.....
- Henry Dashwood and Margaret  
.....
- Henry Dashwood and George Dashwood  
.....



**Do these activities while you are reading the story, after the chapters given.**

**ACTIVITY 8 Marianne and Willoughby**

Do this activity after you have read Chapter 15. Use the words below to complete the description of how Marianne and Willoughby's relationship develops.

wildly explanation social visitor watching notice believe poetry  
all romantic morning cut happier carries kiss

Marianne is running (1) ..... in the rain when she falls. At that very moment, Willoughby is passing. He is out shooting with his dogs. He (2) ..... her in his arms to Barton Cottage. Marianne immediately see his youth, beauty and elegance. Willoughby immediately sees her beauty and (3) ..... spirit.

Willoughby becomes a regular (4) ..... to Barton Cottage. Marianne feels he is the perfect man for her. Until now, she did not (5) ..... such a man existed. They share the same taste in literature, music and (6) ..... . They feel from their first meeting that they have known each other (7) ..... their lives.

Willoughby and Marianne meet at every (8) ..... occasion at Barton Park. They have eyes only for each other and speak hardly a word to anyone else. They do not (9) ..... the jokes of Sir John and Mrs Jennings.

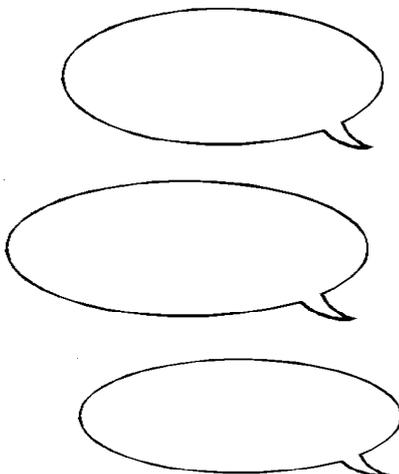
One afternoon, they are sitting together whispering at Barton Cottage. They do not know that Margaret is (10) ..... them. She sees Willoughby (11) ..... a lock of Marianne's hair and (12) ..... it.

Willoughby says he has never been (13) ..... . He thinks Barton Cottage is perfect and the people who live within its walls are perfect.

The next (14) ..... he comes to the cottage. He has come to say goodbye. He is going to London. He leaves without a proper (15) ..... . He does not say when he is coming back.

**ACTIVITY 9 Lucy Steele**

Begin this activity after you have read Chapter 20. Lucy Steele is an important character in the plot. Note down aspects of her character as you meet them, with examples of what she says and does to illustrate your points.



## WORKSHEET

## 4

**Do these activities while you are reading the story, after the chapters given.**

### ACTIVITY 10 True or false?

Do this activity after you have read Chapter 23.  
Are these statements true or false?

- 1 Edward comes to visit, he is very happy and cheerful.
- 2 Elinor thinks the ring that Edward is wearing contains a lock of her hair.
- 3 Edward went to Oxford University when he was 19.
- 4 Lucy and Anne Steele are distantly related to Mrs Jennings and Lady Middleton.
- 5 The Steele sisters say they have never heard of Edward Ferrars.
- 6 Lucy Steele is very well educated.
- 7 Edward Ferrars spent four years in Plymouth as a private pupil, being educated by Lucy Steele's uncle.
- 8 Before his recent visit to Barton Cottage, Edward had been staying in London.
- 9 The hair in Edward's ring is Lucy Steele's hair.
- 10 Marianne wants to go to London because she thinks she will see Willoughby there and Elinor will see Edward.

### ACTIVITY 13 Ordering events

Do this activity after you have read the story. Below is a list of events from the story. Number them in the order in which they happen in time, rather than in the order in which we learn about them in the story.

- Colonel Brandon finds Eliza: she is about to have a child
- Willoughby takes a lock of Marianne's hair
- Willoughby arrives at Cleveland to explain his treatment of Marianne to Elinor
- Marianne falls dangerously ill
- Willoughby hardly speaks to Marianne at the ball
- Colonel Brandon leaves Lady Middleton's breakfast table suddenly
- Elinor and Marianne leave London
- Willoughby marries Miss Grey
- Willoughby seduces Eliza Williams
- Willoughby helps Marianne when she falls and hurts her foot
- Willoughby meets Sir John in the street in London
- Colonel Brandon sends Eliza and her child to London
- Willoughby leaves Barton: he says he does not know when he will return
- Mrs Smith hears of Willoughby's seduction of Eliza Williams: she sends him away
- Marianne recovers from her dangerous illness
- Eliza Williams disappears in Bath
- Colonel Brandon relates the story of Willoughby's seduction of Eliza to Elinor
- Elinor and Marianne go to London

Now answer this question: *What is Willoughby doing when Eliza Williams has her baby?*

Do these activities after you have finished reading the story.

**ACTIVITY 15 Find the words**

There are twelve words related to love and marriage hidden in this wordsearch. All the words are used in the story. As you find them, write them down. You should read horizontally, vertically and diagonally downwards.

A	F	F	E	C	T	I	O	N	G	A
M	A	T	C	H	Q	P	A	N	B	T
Y	R	J	O	E	N	R	I	X	R	T
A	O	M	M	A	R	R	I	E	D	A
C	M	B	V	R	T	U	V	N	L	C
W	A	W	S	T	O	O	J	G	G	H
O	N	I	L	O	V	E	R	A	L	M
Y	T	F	E	E	L	I	N	G	S	E
P	I	E	H	R	A	Y	P	E	U	N
A	C	H	U	S	B	A	N	D	Z	T

- 1 .....
- 2 .....
- 3 .....
- 4 .....
- 5 .....
- 6 .....
- 7 .....
- 8 .....
- 9 .....
- 10 .....
- 11 .....
- 12 .....

**ACTIVITY 16 Who said this?**

Below are some quotations from the story. Write the name of the speaker in each case.

- 1 'People always live forever when there is an annual amount to be paid.'  
.....
- 2 'We are most unfortunate to have some very poor family connections who have plenty of money but no manners whatsoever.'  
.....
- 3 'I am very sorry, but I have not been able to get any smart young men to meet you.'  
.....
- 4 'Colonel Brandon is old enough to be my father.'  
.....
- 5 Barton Cottage 'will always have one special reason for my affection which no other can possibly share.'  
.....
- 6 'They will be brought up to be as unlike me as possible. In feeling, in action, in everything.'  
.....
- 7 'Next to Edward's love, your friendship is the greatest comfort I have.'  
.....
- 8 'You think I never feel.'  
.....
- 9 'Tell her of my misery and penitence, and that at this moment she is dearer to me than ever.'  
.....
- 10 'I will be calm. I will be in control of myself.'  
.....

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## KEY TO BOOK EXERCISES

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### A Comprehension

- 1 Henry Dashwood, his second wife and their three daughters.
- 2 He promised to help Mrs Dashwood and his sisters.
- 3 He is her half-brother.
- 4 He decides to help them move their things, and to give them presents of fish and vegetables from time to time.
- 5 Fanny's remark that Elinor is trying to draw Edward into her web.
- 6 When they were serving in the army together in the West Indies.
- 7 Eighteen years.
- 8 That she saw Willoughby cut off a lock of Marianne's hair.
- 9 Colonel Brandon's illegitimate daughter.
- 10 That his aunt, Mrs Smith, is sending him to London on business.
- 11 He had been staying with some friends near Plymouth.
- 12 Because it shows that she is thinking about herself married to Willoughby. We know that Willoughby hunts.
- 13 She blames his mother who will not allow him to be happy.
- 14 Edward was educated by their uncle, in Plymouth.
- 15 Because she will see Willoughby there.
- 16 About two weeks.
- 17 That Willoughby was in great need of money and that Miss Grey was a very rich young lady.
- 18 Because he wanted to show that Marianne had had a lucky escape from Willoughby.
- 19 Because his father made Eliza marry the Colonel's brother.
- 20 Willoughby.
- 21 He means Fanny and her mother, Mrs Ferrars. There would then be no danger of Elinor marrying Edward.
- 22 Because she is about to meet Mrs Ferrars, who she hopes will be her mother-in-law.
- 23 By flattering them.
- 24 She sends him away forever and gives his inheritance to his younger brother, Robert.
- 25 Because he likes Edward and thinks he has been badly treated by his family.
- 26 Because she did not take her illness seriously at the beginning.
- 27 His seduction of Lizzie Williams.
- 28 He felt pain.

- 29 That he loved Marianne.
- 30 Because she thinks Edward and Lucy Steele will be living at Delaford vicarage.
- 31 The fact that she took no care of her own health.
- 32 His mother.
- 33 Robert was trying to persuade Lucy to give up her engagement to Edward.
- 34 Because she does not know that Elinor loves Edward.

### B Working with Language

#### 1 *Suggested answers.*

**Fanny:** cold, selfish, mean, ill-natured, rich

**Elinor:** affectionate, kind, clever, good-natured, sensible, pleasant, good-looking, friendly, natural, warm

**Edward:** kind, clever, good-natured, sensible, pleasant, shy, natural, charming

**Marianne:** affectionate, kind, clever, good-natured, romantic, good-looking, friendly, natural, warm, charming

**Willoughby:** selfish, affectionate, clever, romantic, pleasant, handsome, good-looking, warm, elegant, charming

**Lucy:** cold, selfish, clever, good-looking, vulgar, sharp, insincere

**Colonel Brandon:** kind, sensible, pleasant, generous, friendly, natural, serious, gloomy

**Mrs Jennings:** affectionate, good-natured, generous, friendly, hospitable, warm, vulgar, rich

**Mrs Dashwood:** affectionate, kind, good-natured, romantic, good-looking, hospitable, warm, charming

#### 2

- 1 Marianne said to Mrs Dashwood that the more she knew of the world, the more she was convinced that she would never meet a man whom she could really love.
- 2 Mrs Dashwood asked Edward what Mrs Ferrars's hopes for him were at present.
- 3 Colonel Brandon said to Elinor that he had wanted to find her alone because he had a story to tell her.
- 4 Lucy asked Elinor if she was ill because she seemed low.
- 5 Edward said to Elinor that his brother had just married the younger Miss Lucy Steele.

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# THE RICHMOND READERS SERIES

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The Richmond Readers Series presents a selection of high quality, original and simplified stories which have been graded in five levels from starter to upper-intermediate. Our grading scheme has been devised with reference to the Council of Europe's Waystage and Threshold syllabi and the Cobuild lists of the most frequently occurring words in the English language. Structures and vocabulary have been selected according to two criteria:

- 1 what students are likely to have been taught
- 2 what students will be able to deduce through transference from their own language

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