

UNA ACTIVIDAD DE VIDEO Y LITERATURA

EN EL AULA DE INGLÉS

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Casi todos los profesores conocemos la utilidad del video en la clase de idiomas. Sus pros y sus contras han sido analizados en multiples ocasiones por un gran numero de estudiosos y la mayoría ha llegado a la conclusión de que se trata de un arma muy poderosa en la enseñanza de una segunda lengua. Hay una gran literatura escrita a este respecto y gran cantidad de material audiovisual disponible, ya sean videos grabados con una finalidad específica o bien materiales auténticos fáciles de obtener en la actualidad.

Muchos profesores de inglés vemos la necesidad de que el alumno de COU y BUP tome algún tipo de contacto con la literatura inglesa durante el periodo de aprendizaje del idioma. Hasta ahora, la mayor parte de los alumnos se limitan a leer ediciones reducidas de obras famosas cuya lectura se comprueba por medio de preguntas incluídas en los exámenes o por medio de resúmenes que el alumno tiene que realizar, incluso por medio de traducciones. Dicha actividad aporta fluidez en la comprensión de un texto escrito y acerca al alumno a un determinado autor y a su obra, pero, por lo que he podido comprobar hasta ahora, la mayor parte de los alumnos se aburren leyendo un libro por el mero hecho de haberles sido impuesto y su lectura se prolonga durante días e incluso semanas.

Los alumnos de EGB tienen pocas oportunidades de hacer lo mismo puesto que la literatura infantil y juvenil en versión original o en ediciones abreviadas parece quedar lejos del ánimo del profesor de lengua extranjera encargado de esta etapa inicial y de las empresas encargadas de su confección. Además es sabido que no todos los centros escolares disponen de los medios adecuados ni de las facilidades necesarias para acceder a este tipo de materiales y mucho menos para disponer en las bibliotecas de un número de copias acorde al número de alumnos.

En la mayor parte de las clases de idiomas los textos literarios se utilizan para comprobar la comprensión lectora del alumno. La actividad que propongo puede tomarse como una alternativa a este tipo de práctica aunque, como decía antes, para niveles bajos tanto de adultos como niños es muy poco el material del que se puede disponer. Para llevar a cabo la actividad que propongo, lo único que hay que hacer es tener una historia grabada en una cinta de video en la lengua que se intenta aprender/enseñar (a ser posible un cuento o la versión cinematográfica o televisiva de una novela cuyo autor consideremos importante dentro de la historia de la literatura escrita en dicho idioma) y el acceso al *hardware* necesario para hacer un sencillo montaje final (incluso este último paso no es indispensable).

El nivel para el que se ha creado la presente actividad sería un tercero de BUP o COU, e incluso si se quiere dar una visión rápida de un determinado autor y su obra podría utilizarse a niveles universitarios o bien en la clase de idioma o bien en la clase de literaturas específicas, ya que su realización incluye la lectura de fragmentos del texto original de la obra que pueden acercar al alumno al estilo del autor.

Con la práctica que a continuación propongo, los alumnos además de desarrollar su comprensión lectora tendrán la oportunidad de desarrollar su comprensión auditiva, discursiva y también se incluyen algunos apartados en los que el alumno tendrá que sintetizar un texto por escrito.

Quizá una de las principales objeciones a este tipo de actividad sea su duración puesto que la mayor parte de las adaptaciones literarias al cine son de larga duración - al menos 90 minutos. Explotar la película escena por escena sería por lo tanto interminable ya que la comprensión auditiva del estudiante de inglés medio es su punto más flaco, además no todas las escenas tienen la misma importancia con relación al "plot" o trama de la adaptación cinematográfica (en el caso que nos ocupa se trata de la adaptación para televisión de una novela de Jane Austen titulada *Sense and Sensibility*). Por ello, tratando en todo momento de respetar el estilo de la autora y de no alterar el argumento, he seleccionado aquellas escenas que considero clave, dando a veces, junto con la versión cinematográfica, la versión de Jane Austen que, por cuestión de tiempo y ritmo se ha visto drásticamente reducida en el film.

Se trata, en resumen, de fomentar el disfrute del idioma extranjero por medio de una actividad que combina diferentes técnicas y cuya finalidad es acercar al alumno a la literatura inglesa y a sus autores más representativos al mismo tiempo que les hace recapacitar en lo que es el cine y en el trabajo que supone la adaptación de una obra literaria a la pantalla. Este tipo de actividades puede aplicarse también a cuentos cortos, películas basadas en guiones no literarios, dibujos animados basados en historias clásicas, etc.

*The medium of television is so attractive for most people that it may be used to introduce learners to types of literature which are new to them*¹.

Los pasos a seguir estarán siempre marcados por el profesor. Será una práctica controlada pero también se dará cauce a la imaginación ya que las actividades que se pueden llevar a cabo con un libro y una película o simplemente con una película, son de la más diversa índole.

Mi recorrido por la obra se basará en ir contando el argumento a modo de narrador y en ir dejando que los alumnos vayan descubriendo el plot por sí mismos a través de las escenas seleccionadas². Como alternativa a lo que dice Jack Lonergan³, la actividad aquí propuesta no necesita de una especial preparación de la obra por parte del alumno y no es necesario que pasen semanas entre el comienzo y el desarrollo del estudio de una obra literaria y su posterior proyección en el aula. A mi juicio el interés del alumno por la película disminuiría al conocer de antemano lo que va a ocurrir.

El primer paso, antes de la actividad, será pedirle a un grupo de alumnos que recopilen alguna información acerca de Jane Austen y su época para un día determinado. El trabajo realizado, no más de 300 palabras se leerá en clase y se evaluará. Después podrá comenzar la actividad⁴.

¹ Jack Lonergan. 1984. *Video in language teaching. New directions in language teaching*. Cambridge University Press, p. 83.

² Si se desea puede facilitársele el texto al alumno para que él mismo lo lea en voz alta. El texto de las actividades a realizar se les facilitará siempre.

³ It is difficult to exploit a one hour detective story in a language class. One common method is to use it as one of the last stages for language work. For example the class may read a thriller (written as a novel or as a play); the understanding of the language, the related study of the text and the like, may last several weeks. When the class has a clear insight into the content of the thriller, the television version can be shown.
Lonergan, J., op. cit., pág. 83.

⁴ Dejo a juicio del profesor la duración de cada sesión ya que cada escena está acompañada de una actividad concreta, aunque considero que no es recomendable trabajar más de dos escenas seguidas. La actividad puede plantearse si se quiere como un complemento a la marcha normal de la clase o puede utilizarse, previa preparación detallada de cada escena (transcripción de diálogos, presentación de vocabulario, presentación y práctica de estructuras, preparación de ejercicios escritos, etc) como corpus en torno al cual puede girar la enseñanza de un determinado día.

SENSE AND SENSIBILITY

Sensible Elinor and over-sensitive Marianne Dashwood are the daughters of a widow, whose husband has just died, leaving her in straitened circumstances, and charging his son (by a previous marriage), who inherits all his fortune and estate, to look after them.

Mr. John Dashwood soon takes possession of Norland and takes his wife Fanny and son with him. Neither he nor his wife want Mrs. Dashwood and daughters to live at Norland so they urge them to find a suitable place to live. Mother and daughters spend six months at Norland before finding new lodging.

During this time Mr. Edward Ferras, Fanny's brother, stays with them. He seems to be fond of Elinor, the eldest sister, and she seems to like him as well.

Mrs. Dashwood, doesn't seem to get on with Fanny, whose main entertainment is reminding Mrs. Dashwood how much they are doing for her and her daughters by keeping them at Norland. She even suggests, to Mrs. Dashwood's surprise, that Elinor is after his brother Edward who, she is sure, must get engaged to somebody in a higher position.

Mrs. Dashwood has sent letters to various of his relatives asking for lodging and eventually receives a reply from a cousin of hers, Sir John Middleton. She is offered a small cottage on the Devonshire estate of Sir John Middleton. Mrs. Dashwood accepts her cousin's proposal immediately and moves from Norland as soon as arrangements are made.

Marianne indulges her grief at leaving their old home. Elinor, who has more cause, since she loves Fanny's brother, Edward Ferras, is silent.

Barton Cottage is situated only half a mile from Barton Park, Sir John Middleton's mansion.

Immediately, after arriving at the cottage, Lady Middleton, Sir John's wife invites the new family to visit them and find, at once, themselves involved in the social life of the big house. Sir John's idea of bliss is to get a few young people together for a dance; his wife thinks of nothing but society and her spoiled children. Her gossiping, vulgar mother, Mrs. Jennings, is staying at Barton Park and is soon teasing the Dashwood girls about beaux and Marianne about another guest, Colonel Brandon an older man, whom Marianne dismisses as beyond marriage. He wears a flannel waistcoat.

FIRST SCENE

The scene to be seen takes place during one of their earlier visits to Barton Park.

Activity 1

1. Elinor only speaks once. What does she say?

2. Why is it shocking for Marianne when Lady Middleton asks her to sing a song?⁵
3. Watch the scene

Activity 2

1. Fragment to be read in the classroom⁶.

In the evening, as Marianne was discovered to be musical, she was invited to play. The instrument was unlocked, every body prepared to be charmed, and Marianne, who sang very well, at their request went through the chief of the songs which Lady Middleton had brought into the family on her marriage, and which perhaps had lain ever since in the same position in the pianoforté, for her ladyship had celebrated that event by giving up music, although by her mother's account she had played extremely well, and by her own was very fond of it.

Marianne's performance was highly applauded. Sir Jonh was loud in his admiration at the end of every song, and as loud in his conversatrion with the others while every song lasted. Lady Middleton frequently called him to order, wondered how any one's attention could be diverted from music for a moment, and asked Marianne to sing a particular song which Marianne had just finished.

Activity 3

1. Watch the scene a second time and answer this question:
2. Which information from the paragraph above do we know about one of the characters by his/her own words?

Mrs. Jennings is certain Colonel Brandon and Marianne could make a nice couple but Marianne considers this idea stupid. He is 35 and she is only 17. He is an old man in her eyes.

Elinor, in the meanwhile, wonders why Edward Farran hasn't come to visit them or written a letter.

One day, having a walk with Margaret, her younger sister, Marianne has an accident. A young gentleman offers his help.

⁵ Las respuestas a las preguntas formuladas en las diversas actividades se incluyen en el anexo de este trabajo. La actividad número 2 puede servir como respuesta a esta pregunta.

⁶Including the scene to be seen, since Mrs. Dashwood and daughters left Norland, Jane Austen has been a story teller. The characters haven't talked to each other. The screen play's writer had to invent the dialogues for there isn't a narrator in the film and spectators have to know something about the characters. For example. Mrs. Jenning is a very talkative woman who, after her girls' marriages wants every girl in the county to be married, if possible with her help.

SECOND SCENE

Activity 4

- 1.What has exactly happened to Marianne?
- 2.How does the gentleman refuse the invitation to have a refreshment?
- 3.Watch the scene

Marianne falls in love with Mr. Willoughby. She discovers that his likes are the same as hers. They meet every day. They even laugh at Colonel Brandon. Willoughby thinks Colonel Brandon is "the kind of man whom everybody speaks well of, and nobody cares about; whom all are delighted to see, and nobody remembers to talk to". Marianne agrees with him. Elinor, in the other hand, considers Colonel Brandon a perfect gentleman.

During a conversation with Elinor we know that Colonel Brandon has had a painful love affair in the past.

One day Colonel Brandon invites the girls and Willoughby to an excursion to visit a valuable property of one of his relatives. The party, including the Middeltons and other guests meet outside Barton Park.

THIRD SCENE

Activity 5

- 1.Colonel Brandon has to leave Barton at once? What are the reasons he argues?
- 2.What does Willoughby say about it?
- 3.What does Mrs. Jennings say is the real reason for his leaving?
- 4.Watch the scene

One day when Elinor comes back home, she finds Willoughby's carriage outside her house. Marianne and Willoughby are talking in the living-room so she enters the room where her mother is sewing. Suddenly the door opens and Marianne comes in in tears: Willoughby has to leave for London. The reasons are unclear. His aunt, Mrs. Smith, the lady he lives with, is sending him to London immediately and he can't disobey. He has to be away for a year at least.

Marianne spends every day crying and Elinor and her mother wonder what the real reason for Willoughby's departure might have been.. Both of them believe that Mr. Willoughby's aunt has got different plans for him concerning his marriage. Both of them also ignore if they, Marianne and Willoughby, have got secretly engaged because everybody at Barton Park thinks so. They don't want to ask Marianne for fear to increase her pain.

While walking, one day, both sisters see two riders down a hill. Marianne thinks one of them is Willoughby but it isn't. It's Edward Ferras, who is coming to visit them. He intends to be there only for one night but Mrs. Dashwood persuades him to stay longer.

FOURTH SCENE

Activity 6

1. While talking to the ladies Marianne discovers something in Edward's hands. What is it?
2. Who does Edward say it belongs to?
3. Do you believe Edwards words?
4. Watch the Scene

They spend the day talking and walking but Elinor sees Edward is unhappy. He treats her coldly and seems to be distant. After Sir John Middleton's visit one week later, Edward suddenly leaves.

FIFTH SCENE

Activity 7

1. What do you think makes Edward Ferras change his mind?
2. Watch the Scene

After Mr. Ferras' departure, Elinor meets Miss Lucy Steel and her sister. Both of them have been invited to Barton Park for some days. Mrs Lucy Steele seems to be very interested in meeting Elinor again after being informed she knows the Ferras'. They have an interesting talk one day⁷.

SIXTH SCENE

Activity 8

1. What does Elinor finds out in the course of this conversation?
2. Watch the Scene

Activity 9

1. Fill in the blank spaces⁸

Lucy: You may find this questions surprising but, pray, are you acquainted with your sister in law's mother, Mrs. Ferrars?

Elinor: I have never seen Mrs Ferrars.

Lucy : Indeed? I thought you must have met her sometime at Norland. Then, perhaps, you cannot tell me what sort of a woman she really is.

⁷ This is the end of part one according to Jane Austen. The film doesn't finish the first part here.

⁸ Rellenar espacios en blanco es tan sólo una de las posibles actividades que pueden llevarse a cabo con este diálogo. Aquí no se han seleccionado dichos espacios para que el posible lector se haga una idea más clara de cuales son los hechos que acontecen en la novela.

Elinor: I know nothing of her.

Lucy : I'm sure you think me very strange for asking but there are reasons. Wish I could tell you. Please, believe that I don't mean to sound impertinent. I cannot bear to have you think me impertinent, but there is no one whose good opinion I so much want and I am sure I can trust you.

Elinor: I am surprised. Until last night I never understood you were at all connected with that family.

Lucy : Mrs. Ferrars is nothing to me at present, but a time may come when we may be intimately connected.

Elinor: Are you closely acquainted with Mr. Robert Ferrars?

Lucy : Robert Ferrars, that great coxcomb! although I never met him. No... with his older brother Edward.

Elinor: Edward!

Lucy : I have been engaged to him these four years.

Elinor: Oh, yes!

Lucy : When he was at my uncle's. It has been a great secret. Only my sister knows and I rely upon your secrecy. I do not think Edward would mind you knowing for he looks upon you and Miss Marianne as quite his own sisters. Oh! What a pretty garden! May we go out and see it?

Activity 10 (Scene in the garden)

1. What does Lucy Steel say about a lock of hair?
2. Watch the scene

The summer season is ending and Mrs. Jennings thinks of going back to town. She invites the two sisters to go with her and spend several weeks in London. Marianne is crazy about the idea (can you guess why). Elinor is not so cheerful (do you know why), but their mother thinks it would be a good change as Marianne could possibly meet Mr. Willoughby again.

So, now they are in London. Marianne spends her time writing to Willoughby and her eyes constantly look for him everywhere she goes. There's no reply to her letters. She is rather upset and scarcely eats. Colonel, who is in London as well, visits them nearly every day and tries to find out whether Marianne's engagement to Mr. Willoughby is definite. Elinor can't say anything about it because she doesn't know anything.

One day at a party Marianne sees Willoughby⁹.

⁹ This is considered to be the end of the first part of the film.

SEVENTH SCENE

Activity 11

1. Watch the scene
2. Describe briefly what has happened in this scene.

Early in the morning after the party Marianne writes a new letter to Willoughby and at breakfast, Marianne receives a letter from him. It is as follows:

Activity 12

1. Will you, please, write down the most important ideas contained in this long rather formal letter?

Bond Street, January.

MY DEAR MADAM,

I have just had the honour of receiving your letter, for which I beg to return my sincere acknowledgments. I am much concerned to find there was anything in my behaviour last night that did not meet your approbation; and though I am quite at a loss to discover in one point I could be so unfortunate as to offend you, I entreat your forgiveness of what I can assure you to have been perfectly unintentional. I shall never reflect on my former acquaintance with your family in Devonshire without the most grateful pleasure, and flatter myself it will not be broken by any mistake or misapprehension of my actions. My esteem for your whole family is very sincere; but if I have been so unfortunate as to give rise to a belief of more than I felt, or meant to express, I shall reproach myself for not having been more guarded in my professions of that esteem. That I should ever have ment more you will allow to be impossible, when you understand that my affections have been long engaged elsewhere, and it will not be many weeks, I believe, before this engagement is fulfilled. It is with great regret that I obey your commands of returning the letters, with which I have been honoured from you, and the lock of hair, which you so obligingly bestowed on me.

I am, dear Madam

Your most obedient

humble Servant,

JONH WILLOUGHBY.

Marianne can't believe Willoughby's attitude towards her. She is sure something very serious must have been said against her which has made him change his mind.

Through Mrs. Jennings we know that Willoughby has got engaged to a young lady, Miss Grey, whose fortune is 50,000 pounds. Every body is sorry for Marianne who is suffering a lot and wants to come back home.

In one of his visits to Elinor (Marianne doesn't want to see him), Colonel Brandon tells Elinor something nobody knows about Willoughby.

EIGHTH SCENE

Activity 13

1. Who is Liza?
2. What happened to her?
3. Watch the scene

Willoughby marries Miss Grey soon after this.

Activity 14

1. How do you think Marianne received the news?
2. Read the paragraph.

Marianne received the news with absolute composure; made no observation on it, and at first shed not tears; but after a short time they would burst out, and for the rest of the day, she was in a state hardly less pitiable than when she first learned to expect the event.

About this time the two Miss Steeles (remember Lucy Steele is Edward Ferrars' fiancée) arrive in London. John Dashwood and wife, Fanny Dashwood are in London as well. One day when Mr. John Dashwood visits his sisters, he meets Colonel Brandon and he is certain Colonel Brandon likes Elinor. He longs to get rid of the money his sisters cost him so he tells Elinor not to lose him. Elinor tells her brother that Colonel Brandon hasn't got the slightest idea of marrying her, but he insists on her haunting him.

Throughout the novel and the film the name of Mrs. Ferrars, Edward's mother is mentioned several times. Nobody knows her and everybody wants to meet this woman.

John Dashwood invites his sister to a party in which they will have the honour of meeting her. All the characters but Edward and Willoughby attend the party.

NINTH SCENE

Activity 15

1. Students can see the scene with the sound off once and then the scene can be performed in the classroom. The pupils are given the original pages of the novel and are asked to write a sort of screenplay to be performed in the classroom. They are told that the scene lasts four and a half minutes, and that the film includes two

conversations that don't appear in the novel. Lucy has a very little conversation with Robert Ferras, Edward's brothers and Mrs. Ferras speaks to the Misses Steeles for a very short while.

Activity 16

1. After performing the scene, students can watch the scene with the sound on to compare their version and the film version.

Fanny and her tyrannical mother, old Mrs. Ferrars, suspect Edward of loving Elinor, and disapprove. Being rich himself, at least in expectation, he must marry into money. They make a point of being kind to Lucy and Elinor.

The scene to be watched next takes place between Lucy's sister and Fanny Dashwood, Mrs. Ferrars' daughter.

TENTH SCENE

Activity 17

1. Why does Fanny react like that?
2. Watch the scene

The result of such a conversation is a series of scenes, and Edward's dishinheritance in favour of his younger brother, Robert. Despite this, Lucy still refuses to free Edward, protesting her great love.

The news of this engagement, and Elinor's long knowledge of it, shocks Marianne, who feels guilty about the way she has been indulging in her own grief over Willoughby, while Elinor has suffered in silence. It is a relief to both when the Palmers invite Mrs. Jennings to bring them to their house, which is on the way home to Barton. Before they leave, Colonel Brandon asks Elinor to act as his intermediary in making an offer to Edward who intends to become a clergyman now that he has been dishinherited. It is a painful task for Elinor, but she discharges it, and is rewarded by Lucy's effusive happiness.

The next scene records Edward and Elinor conversation.

ELEVENTH SCENE

Activity 18

1. What kind of help does Colonel Brandon offer Edward Ferrars?
2. What is his answer?
3. Watch the scene

At the Palmers' country house, Marianne neglects her health and becomes gravely ill. Fearing infection the Palmers leave, but Mrs. Jennings stays, and Colonel Brandon (also a guest) offers to fetch Mrs. Dashwood. The night they are expected, Marianne passes through a crisis and begins to recover, Elinor hears a carriage, hurries downstairs to give her mother the good news, and is confronted by Willoughby.

TWELFTH SCENE

Activity 19

1. Why does Willoughby come to the Palmer's house?
2. Which facts are mentioned in their conversation?
3. Watch the scene

He leaves and Mrs. Dashwood and Brandon arrive to be greeted with the news of Marianne's recovery. When she is a little stronger, Elinor tells her about Willoughby's visit. Back at last at Barton, Marianne has plans for reform, but Elinor is suffering silently from lack of news of Edward. One day their servants come back from Exeter with some news.

THIRTEENTH SCENE

Activity 20

1. What is the news?
2. Watch the scene

Elinor is bearing this with her usual fortitude, when Edward himself appears. There has been a misunderstanding.

FOURTEENTH SCENE

Activity 21

1. What does Edward say?

At last the way is clear for Edward and Elinor. Mrs. Ferrars ungraciously agrees, and gives them enough to marry, but Robert and clever Lucy are soon established as her favourite children.

Edward and Elinor marry and settle in the parsonage on Colonel Brandon's estate. Marianne submits to the "extraordinary fate" of marrying the man she once thought too old for marriage, and better still, of loving him.

FIFTEENTH SCENE

Activity 22

1. Which are Marianne's words that close the film?
2. Watch the scene

ANEXO

KEY TO ACTIVITIES

Activity 1

1. Elinor only speaks once. What does she say?
"Shall we listen to my sister?"
2. Why is it shocking for Marianne when Lady Middleton asks her to sing a song?
Because it is the song she has just finished singing.

Activity 3

Watch the scene a second time and answer this question:

1. Which information from the paragraph above do we know about one of the characters by his/her own words?

We know that Lady Middleton was very fond of playing when she was a girl.

Activity 4

1. What has exactly happened to Marianne?
She has twisted her ankle.
2. How does the gentleman refuse the invitation to have a refreshment?
"No, nothing in these muddy boots Mrs. Dashwood!"

Activity 5

1. Colonel Brandon has to leave Barton at once? What are the reasons he gives?
He has to go on business to London
2. What does Willoughby say about it?
"It's a trick he's invented because there are some people who cannot bear a party of pleasure."
3. What does Mrs. Jennings say is the real reason for his leaving?
She thinks the real reason is a certain young lady who is Colonel Brandon's natural daughter.

Activity 6

1. While talking to the ladies Marianne discovers something in Edward's hands. What is it?
It's a lock of hair.
2. Who does Edward say it belongs to?
He says it belongs to his sister.
3. Do you believe Edward's words?
Free answer.

Activity 7

1. What do you think makes Edward Ferrars change his mind?
The real reason is that Sir John has invited two young sisters named Steele.

Activity 8

1. What does Elinor find out during this conversation?

She finds out Edward and Lucy have been engaged for four years.

Activity 10 (Scene in the garden)

1. What does Lucy Steel say about a lock of hair?

She says Edward gave her a lock of hair and asks Elinor whether she saw it while Edward was staying with her and her family.

Activity 13

1. Who is Liza?

She is the daughter of a young woman who died and whom Colonel Brandon loved. Liza had been under his care since then.

2. What happened to her?

Liza met Willoughby in Bath and saw him secretly. She escaped with him to London where he seduced her and left her without any money.

Activity 17

1. Why does Fanny react like that?

Because Mrs. Steele tells her about the engagement between her sister and Edward Ferrars and she didn't know anything.

Activity 18

1. What kind of help does Colonel Brandon offer Edward Ferrars?

He offers him a living on his state.

2. What is his answer?

Edward accepts it and wants to fly to thank him immediately.

Activity 19

1. Why does Willoughby come to the Palmer's house?

To explain and ask forgiveness.

2. Which facts are mentioned in their conversation?

His visits to Barton Cottage, his true love for Marianne, Liza, the party when he ignored her, the letter.

Activity 20

1. What is the news?

Mr. Ferrars has married Lucy Steel.

Activity 21

1. What does Edward say?

He explains that it was his brother Robert Ferrars the one who married Miss Steele.

Activity 22

1. Which are Marianne's words that close the film?

"But I shall have hundreds of questions to ask you."

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