

A Christmas Carol (Fezziwig's Ball)

Lesson type – reading (with speaking and writing extension)

Level – Strong Intermediate and above.

Main Aim – To develop students ability to understand detail, even if not explicit; to encourage students to appreciate characterisation in a piece of creative writing.

Subsidiary Aim – For students to reveal character in their own pieces of writing.

Materials – Text (copy back to back) and table for completion

Time – 90 minutes

Suggested timetable fit - (a) To fit with the timing of a local festival (especially Christmas for a multilingual group studying in a native speaker environment).

(b) To fit with a lesson on describing character.

Procedure (Note: this lesson will at most stages need to be managed differently for monolingual and multilingual groups. It is written with multilingual groups in mind, with suggestions at important stages for adaptation for monolingual groups.)

Stage and stage aim(s)	Timing	Interaction	Procedure
Focus on topic (to encourage students to predict content)	10	T – st st – st T - st	Ask sts what their favourite national holiday or festival is in their home country. Why? What do they do in this holiday? Keep this short, as the topic is explored more fully later. Ask sts what they know about the celebration of Christmas in the UK. Ask sts what they know about the same in the 1840s. Tell them they are going to read a description of a Christmas Eve office party from the 1840s. What would they expect to find happening. Groups of 4 brainstorm. Feedback to board, a list of activities/ingredients of 1840s office party.
Gist reading (for sts to develop the skill of skimming for main ideas)	10	T - st st st - st T - st	Handout materials 1. Ask sts to read the introduction and tell you the answer to 'who is Scrooge travelling with?' Explain that therefore in this reading, Scrooge is watching his younger self, in the past. Ask sts to read (5 min limit) and see which of the activities/ingredients they had predicted are present. Pair check. Class feedback.
Detailed reading (to help students)	30	st st - st	Ask students to draw Mr Fezziwig. Don't take 'I can't draw' for an answer, everyone must draw him in 2 minutes (face only, or complete figure). Pairs compare their drawings, and discuss what led

understand how character is drawn with a few words)		T - st st - st T - st	<p>them to (attempt) drawing as they did.</p> <p>Brief feedback, and elicit the fact that students have formed a mental picture of the characters (physical and character) from some cleverly written information.</p> <p>Give out materials 2 and ask students in pairs to fill in the table. Elicit some of the information about Fizziwig as an example. Encourage students to supply adjectives in the final column. Give c. 15 minutes for this pair work.</p> <p>Feedback, and allow cross-class discussion to develop. Allow diverse opinions, there is no 'right' answer. You should be able to conduct the feedback, and only participate very little. See the worked example if you need further ideas at any stage (to help slow pairs, or in feedback)</p>
Speaking (for students to personalise the topic)	20	St-st T - st	<p>Ask students what festival/holiday is important to them. How do they celebrate? How does the day evolve? Groups of c. 4 discuss.</p> <p>(NB, in a multilingual group, make sure each group has a good cultural mix. In a mono-cultural group, half the class could prepare info on one day, the other half on another. Then pair up students from each group to take it in turns to role play a visitor asking about the festival. Alternatively, leave this till a later lesson, and assign students different festivals to research.)</p> <p>Feedback</p>
Writing stage 1 (preparing to write)	20	T - st st st - st	<p>Visualisation. Ask sts to close eyes. Tell them they are 6 years old. They're at home. It's a festival. The biggest they have every year. Are they excited? What are they excited about? Who is there? Mother? Father? Brothers and sisters? What is everyone doing? What is everyone wearing? Etc. Take 3 – 4 minutes, try to really take students back in their memories.</p> <p>Ask sts to make notes on a piece of paper, under the titles 'people' 'place' and 'events'. They can make linear notes or mind map. They should include adjectives and descriptive phrases.</p> <p>Pairs explain their notes to each other, and help each other with descriptive vocabulary. Teacher monitors and acts as a resource.</p> <p>Set homework</p>
Homework and follow up next lesson (sts practice writing about their childhood memories)	open		<p>Students write passage about their festival day. They should recount events, but try to give a strong idea of character while doing so, as Dickens does in Fezziwig's ball.</p> <p>This can be taken through a process writing cycle, or be read by fellow students for pleasure only.</p>