

#### **Dickens Statue for Portsmouth?**

## **Lesson type – reading (with writing extension)**

## Level - Pre-Intermediate/low Intermediate

Main Aim – For students to practise skills of reading for gist, reading for detail, and understanding meaning from context.

Subsidiary Aim – For students to practice writing a letter to the newspaper, proposing a new statue.

Materials (a) Text and exercises (copy back to back)

(b) teacher provided pictures (from internet?) for pre-

teaching vocabulary.

Time 60 minutes, plus homework. Writing can be extended

into subsequent lessons.

Suggested timetable fit (a) to fit with topic of historic figures generally, or writers

specifically.

(b) following remedial work on simple past, in context of

famous person's biography.

### **Procedure**

Stage and stage aim(s)	Timing	Interaction	Procedure
Lead in (to focus sts on topic)	10	st – st	Show sts some pictures of statues in the town/city you are in. Pre-teach statue. Sts in groups to discuss who the people are and what they did/why there are statues of them. All class feedback Tell sts they will read a passage about Charles Dickens. Be prepared with picture(s) of CD and/or well-known characters in case name is not recognised. Ask who has read CD or seen any film.
Pre-teach vocabulary(to enable sts to manage the level of the text, to understand	10	T -st	Teach the following vocabulary. Some suggestions for contextualising included, but change this in any way to make more relevant to your learners:  Victoria/Victorian(picture of Queen Victoria)  Author('another word for a writer?'/if monolingual class, use local example)



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the text without having to stop for key words)			Novel/Novelist (build up from 'author' and use local or other well-known examples like Tolstoy. Contrast with eg Shakespeare) Will (what happens to your money after you die? How do people know who gets what?) Memorial (use context of statues for famous people, but also eg war memorial – anything to remember people. Pictures of local examples?)
			Request (another word for 'ask for'?)
Gist reading (for sts to develop the skill of skimming for main ideas)	5	st st – st T - st	Tell sts Dickens was born in a city called Portsmouth (on the south coast of England, if they are familiar with UK geography) Handout the text with exercises copied on reverse. Make sure text is face down. Direct sts to exercise A. Tell them this is the main idea. So will they need to understand everything? (No) How should they read? (Use headlines and pictures, and look through text quickly. Tell sts they will have 1 minute only. Let them turn over. After 1 minute, tell them to turn text face down again. Sts check in pairs. Feedback.(Answer – no, there are 2, but a third planned)
Deducing	5	st – st	Pairs work through exercise B
meaning from context (to help students worry less about unknown words)		T - st	Feedback (Answer – clues of 'two' and 'hundred' along with the date 2012 (and 1812 later in text) give meaning of 200 year anniversary)
Reading for	10	st – st	Pairs work through exercise C, justifying their
detail (to help students master text at deeper level)		T - st	choices.  Feedback, focussing on justification from text.  1 – True; 2 – False; 3 – False; 4 – True; 5 –  not stated explicitly, but it is stated that he  wanted no memorials, so we can infer the  answer as False
Writing	20	st – st (T	Pairs/small groups brainstorm (a) who there
preparation (to allow students to gather ideas, and support		support)	are already statues of in their city, using discussion from lead in stage as a starting point, and (b) who there <i>should</i> be a statue of.  Pairs/small groups then brainstorm their



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initial writing)		'candidate's' biography. Start writing (finish for homework) a letter to the local paper, saying why this person is deserving of a statue.  Letter to include biographical information, in the past.
Optional extension	open	Option 1 – pairs can peer check their letters next lesson, with further teacher support, then make a second draft for posting on noticeboards (or vote for the best one and send to the newspaper?)
		Option 2 – extend the original lesson by half an hour and after the brainstorm stage, introduce a model letter to the newspaper, teacher written. Set a gist reading task, then analyse for style and content. Expectations of student letters can now be higher.