

David Copperfield (David meets aunt Betsey)
Lesson type – reading (with speaking prediction extension)
Level – Strong Intermediate and above.

Main Aim – For students to practice reading a literary text for gist and detail.

Subsidiary Aim – For students to practise the effects of adverbs on meaning.

Materials – Text and exercises (copy text back to back)

Time – 60 minutes

Suggested timetable fit - (a) As part of a series of lessons looking at family relationships.

(b) As a stand-alone lesson.

Procedure

Stage and stage aim(s)	Timing	Interaction	Procedure
Lead in (to focus on the topic and generate interest in the reading)	8	T – st st – st T - st	Tell students about a fairly close relative who you never met until you were ten years old or more. What do you remember about the meeting? Make a story up if there isn't a true one. Ask students to tell each other similar stories in groups of 4. If they don't have a story, they should imagine a 'lost' aunt; what would they like their aunt to be like? Feedback
Pre-teach vocabulary (to assist with lexical demand of reading)	7	T - st	Pre-teach the following 5 items, which will help sts complete the exercises. <i>to start; to be slighted; ragged; surgeon's lancet; contemplation</i>
Gist reading (for sts to develop the skill of skimming for main ideas)	10	T - st st st - st T - st	Handout materials 1. Focus sts on the table to be filled in in exercise 1. Make sure sts understand what to match (names with descriptions) and let them read the descriptions. Hand out materials 2 and allow 4 minutes for the gist reading, then ask sts to put the text under materials 1 and complete the chart. Sts check in pairs Class feedback
Detailed reading (for fuller understanding)	10	st st - st T - st	Sts complete exercise 2. Sts check in pairs Feedback Answers below.

of text)			
Continuing the story (to help sts develop the skill of prediction)	12	st-st	Sts in groups of 3 add the words that Mr Dick says, and the next line or two of dialogue.
Language work (to help students understand the impact of adverbs)	13	T-st	Direct sts to exercise 3 in the same groups of 3, with one acting as 'director' for the action/expression/dialogue. Ask a sample to perform softly going in, looking vacantly, and adding briskly (with the words sts have supplied) After performances reveal the words Mr Dick actually adds, briskly, 'I should wash him!'

Exercise 2

Answer the following questions about the text. For the last two questions, you will not find the answer in the text alone, you will have to make some sort of guess.

1. Was Miss Betsey expecting David to come? How do you know? *(No. She is so surprised that she just sits down in the path – line 11. Also, she has to ask for advice as to what she should do – line 29.)*
2. Does David look like his mother, or like his father? *(He looks like both of them – lines 24-25.)*
3. How does Miss Betsey tell Mr Dick to concentrate on the subject she wants to talk about? *(‘don’t pretend not to have a memory, because you and I know better’ – lines 20-21 & ‘how can you pretend to be wool-gathering, Dick, when you are as sharp as a surgeon’s lancet’ – lines 27 – 28)*
4. Do you think Miss Betsey is David’s aunt on his mother’s side of the family, or his father’s? *(There is nothing in the text to give the information. Sts may be led to suppose that she belongs to David’s mother’s side by the reference to ‘dear Mama’. In fact, she is David’s great-aunt, on his father’s side. It doesn’t really matter. You could not give the answer, and encourage the students to read the novel to find out.*
5. What is unusual about the names of David Copperfield and his father? *(They are both David Copperfield. This is because the father died 6 months before the son was born. Again, you can use this to encourage finding out more about the story by reading the novel.)*