

Level: High intermediate and above. Suitable for teens and adults happy to act out a scene.

Main Aim – For students to practise skills of reading for gist and understanding dialogue.

Subsidiary Aim – For students to practice bringing a text to life through voice and intonation.

Materials – (a) Text and exercises (copy back to back)
 (b) teacher provided pictures (from internet?) for focus on topic and pre-teaching vocabulary.

Time – 90 minutes

Suggested timetable fit - (a) Before a writing lesson, where students will write reviews of books or films.
 (b) Following a lesson on expressing meaning through intonation.
 (c) As a stand alone lesson.

Procedure

Stage and stage aim(s)	Timing	Interaction	Procedure
Lead in (to focus sts on topic, and pre-teach vocabulary)	10	T - st	Show sts one or more pictures of Pip and Magwitch (available on internet, enter their names in a search engine). Ask class to guess the relationship between them. Focus attention on Magwitch's leg-irons and pre-teach 'leg-iron'. Elicit what is needed to cut through it; a 'file'. Handout 'worksheet 1'. Ask sts to read the introduction, and then check comprehension; Who is buried in the churchyard? Why is the boy called 'Pip'? etc
Gist reading (for sts to develop the skill of skimming for main ideas)	15	T – st st T - st	Focus sts on the questions in exercise A. Tell them they have 5 minutes to find the answers. Tell them there are no right or wrong answers, the answer will depend on how they feel about the story. Tell them there will be some strange words, even some words spelt wrong, but they shouldn't worry about these. Handout text (worksheet 2) copied back to back. Stop students after 5 minutes. In pairs/threes they discuss their answers. Encourage them to go back to text to justify their answers/find supporting evidence.

			Get feedback from the whole class
Deducing meaning from context (to help students worry less about unknown words)	15	st – st T - st	Pairs work through exercise B Feedback (pint = point; ha' got = have got; 'em = them; han't = haven't/have not; to't = to do it; lookee = look you; alonger = alongside (next to); d'ye = do you; sumever = whatsoever / at all; partickler = particular; ain't = am not; pecooliar = peculiar)
(Optional) Preparation for speaking (focus on features of direct speech in writing; further familiarisation with mood in text)	25	st – st (T support)	Pairs/small groups work through text sorting out the direct speech and writing it up as a dialogue to act out. Students should discuss how the characters are feeling at each point, and make stage notes on the dialogues they are constructing. If students are familiar with it, they may like to mark some stresses or intonation movements. Note – there is one instance of reported speech which will need to be converted into direct speech (line 21).
Speaking	20 - 30		If the preceding stage has been missed (for time) ask students to work from Great Expectations; Acting it out (can be copied onto back of worksheet 1). Give sts 10 minutes in pairs to go through, deciding how it should be vocalised, and writing stage notes. Give students 10 minutes practising the dialogue (either in pairs, or in groups of 3, with Pip, Magwitch and a Director). Have as many performances as possible in the time available, asking for volunteers. If a competitive class, ask them to vote for their preferred 'production' (and justify <i>why</i> in terms of mood).
Optional Viewing	5	TV – st st -st	If available, show the scene from the film of Great Expectations, directed by David Lean.