

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 T - st	Show sts some pictures of statues in the town/city you are in. Pre-teach <i>statue</i> . 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: <i>Victoria/Victorian</i> (picture of Queen Victoria) <i>Author</i> ('another word for a writer?'/if monolingual class, use local example)

initial writing)			<p>'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.</p>
Optional extension	open		<p>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?)</p> <p>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.</p>