

Lesson Plan

Teacher: Laura Salciuc

School: Colegiul Național "Petru Rareș" Suceava

Date: December 16th 2020

Lesson: *A Christmas Carol*

Textbook: *Right on*, Uniscan

Unit: - Celebrations

Grade: 8th (L2)

No. of students: 30

Year of study: 4th

Nb. of classes/ week: 2

Type of lesson: Developing skills and abilities

Skills: speaking, writing, reading

Time: 50 minutes

Objectives:

a) Cognitive objectives

By the end of the lesson the students will:

- O 1 – have improved their ability to express their opinion on a given subject;
- O 2 – have practised their ability to infer meaning of words from the context;
- O 3 – have practised their ability to scan a text for specific information;
- O 4 – have practised their ability to give short written answers.

b) Affective objectives:

- O 5 – to create a warm atmosphere in which the students can feel that using English is fun;
- O 6 – to develop the student's curiosity in relation to English literature.

Grammar: may/might to express possibility

Vocabulary: wide range of vocabulary e.g. feelings ("ashamed", "happy", etc)

Techniques: discussion, explanation, scanning

Materials: notebook, Word document used as a board, handouts, laptop

Classroom management: frontal, lockstep, individual

Anticipated problems: Due to the current need to use technology, some of the Ss might not see the handout when shared. The handout will be uploaded to Google Classrooms but delays may occur.

Observation: This lesson was designed as the second (and last) of a series. The Ss read the first page of the story during our previous class. Furthermore, the subject was chosen for two reasons: firstly, to promote English literature and secondly, to include a series of moral teachings that are specific for Christmas but doing so in a manner which is different from previous years.

Lesson stages	Objectives	Aims	Activities	Types of interaction	Time (min)
Warm up Skills: speaking	O 4 O 5	-to create the atmosphere for the lesson	- the T greets the Ss; - the Ss greet the T; - the T takes attendance; - the T checks the Ss's homework (the last exercise on the first page of the handout ("Choose the correct answer")) - T gives feedback	T-Ss Ss -T	5'
Lead-in	O 5	- to help the Ss	In order to promote the use of English and of the	T-Ss	10'

Skills: speaking	O 6	practise their spoken English - to get the Ss to use the vocabulary learnt during our previous lesson in independent sentences	vocabulary learnt during the previous lesson, the T asks the Ss to do an oral chain summary of the story (" <i>A Christmas Carol</i> ") up to this point (the T starts by saying "there was once a man named Ebenezer Scrooge"; the first S must continue where she left off and so on). The T makes sure that each S has got a chance to speak. She also helps with unknown words, answers questions, prompts, if needed, and gives feedback.	Ss-T	
Pre-reading exercise Skills: Speaking	O 1 O 5	- promote the use of may/might to express possibility - to help the Ss practise their spoken English	To promote the use of may/ might in order to show possibility, the T asks the Ss to tell her what they think might happen next. T writes down their answers. T corrects any mistakes that might arise and gives feedback.	T-Ss Ss-T	5'
While- reading exercise Skills: Reading	O 2 O 3 O 4 O 6	-to introduce the new vocabulary -to practise scanning for specific information -to improve the Ss's understanding of written texts -to promote the practise of the Ss's written skills	- Because the Ss need to improve their ability to scan a text for specific information, the T asks them to do the "true or false" exercise present on the second page of the handout. The Ss read the first part of the text and do the true or false exercise. T helps with the unknown words, checks their answers and gives feedback. https://tcssgmn.wordpress.com/wp-content/uploads/2017/11/a-christmas-carol.pdf - To promote the Ss's understanding of a written text, the T asks them to read the second half of the excerpt and to answer the questions. The T then answers any questions they might have and offers feedback.	T-Ss Ss-T	10' 10'
Post-reading exercise Skills: Speaking	O 2 O 5	-to engage the Ss in independent oral interactions -to let them engage their creativity	In order to engage their creativity, the T asks the Ss to imagine a fourth ghost. They have to come up with the name and the ghost's abilities. T writes them down and gives feedback.	T-Ss Ss-T	8'
Homework and assessment		-to practice the information acquired during the class	- the T gives Ss their homework to watch the full movie https://www.youtube.com/watch?v=Fd31WpkEi_8	T-Ss	2'

Excerpt from: A Christmas Carol by Charles Dickens

Once upon a time-of all the good days in the year, on Christmas Eve-old Scrooge sat busy in his counting-house. It was cold, bleak, biting weather: foggy withal: and he could hear the people in the court outside, go wheezing up and down, beating their hands upon their breasts, and stamping their feet upon the pavement stones to warm them. The city clocks had only just gone three, but it was quite dark already-it had not been light all day-and candles were flaring in the windows of the neighbouring offices, like ruddy smears upon the palpable brown air. The fog came pouring in at every chink and keyhole, and was so dense without, that although the court was of the narrowest, the houses opposite were mere phantoms. To see the dingy cloud come drooping down, obscuring everything, one might have thought that Nature lived hard by, and was brewing on a large scale. The door of Scrooge's counting-house was open that he might keep his eye upon his clerk, who in a dismal little cell beyond, a sort of tank, was copying letters. Scrooge had a very small fire, but the clerk's fire was so very much smaller that it looked like one coal. But he couldn't replenish it, for Scrooge kept the coal-box in his own room; and so surely as

the clerk came in with the shovel, the master predicted that it would be necessary for them to part. Wherefore the clerk put on his white comforter, and tried to warm himself at the candle; in which effort, not being a man of a strong imagination, he failed. "A merry Christmas, uncle! God save you!" cried a cheerful voice. It was the voice of Scrooge's nephew, who came upon him so quickly that this was the first intimation he had of his approach. "Bah!" said Scrooge, "Humbug!" He had so heated himself with rapid walking in the fog and frost, this nephew of Scrooge's, that he was all in a glow; his face was ruddy and handsome; his eyes sparkled, and his breath smoked again. "Christmas a humbug, uncle!" said Scrooge's nephew. "You don't mean that, I am sure?" "I do," said Scrooge. "Merry Christmas! What right have you to be merry? What reason have you to be merry? You're poor enough." "Come, then," returned the nephew gaily. "What right have you to be dismal? What reason have you to be morose? You're rich enough." Scrooge having no better answer ready on the spur of the moment, said, "Bah!" again; and followed it up with "Humbug." "Don't be cross, uncle!" said the nephew. "What else can I be," returned the uncle, "when I live in such a world of fools as this? Merry Christmas! Out upon merry Christmas! What's Christmas time to you but a time for paying bills without money; a time for finding yourself a year older, but not an hour richer; a time for balancing your books and having every item in 'em through a round dozen of months presented dead against you? If I could work my will," said Scrooge indignantly, "every idiot who goes about with 'Merry Christmas' on his lips, should be boiled with his own pudding, and buried with a stake of holly through his heart. He should!"

"Uncle!" pleaded the nephew. "Nephew!" returned the uncle sternly, "keep Christmas in your own way, and let me keep it in mine." "Keep it!" repeated Scrooge's nephew. "But you don't keep it." "Let me leave it alone, then," said Scrooge. "Much good may it do you! Much good it has ever done you!" "There are many things from which I might have derived good, by which I have not profited, I dare say," returned the nephew. "Christmas among the rest. But I am sure I have always thought of Christmas time, when it has come round-apart from the veneration due to its sacred name and origin, if anything belonging to it can be apart from that-as a good time; a kind, forgiving, charitable, pleasant time; the only time I know of, in the long calendar of the year, when men and women seem by one consent to open their shut-up hearts freely, and to think of people below them as if they really were fellow-passengers to the grave, and not another race of creatures bound on other journeys. And therefore, uncle, though it has never put a scrap of gold or silver in my pocket, I believe that it has done me good, and will do me good; and I say, God bless it!"

Name: _____ Date: _____

1. When does this story take place?

A. in the future B. in the present C. on Christmas Eve D. on Christmas

2. Which of the following words is NOT a word Scrooge's nephew uses to describe Scrooge?

A. morose B. rich C. poor D. dismal

3. How does the clerk feel about Scrooge?

A. He loves Scrooge. B. He respects Scrooge. C. He admires Scrooge. D. He fears Scrooge.

4. Read the following sentences: "He had so heated himself with rapid walking in the fog and frost, this nephew of Scrooge's, that he was all in a glow; his face was ruddy and handsome...." What does the word ruddy mean as used in the passage?

A. pleasant B. good-looking C. flushed D. pale

5. What is this passage mostly about?

A. the weather on a winter day B. how Scrooge treats his clerk C. how people celebrate Christmas D. how Scrooge feels about Christmas

6. According to the passage, why does Scrooge's nephew like Christmas? Use evidence from the story to support your answer.

7. Based on this passage, how might someone describe Scrooge? Use evidence from the story to support your answer.

8. The question below is an incomplete sentence. Choose the word that best completes the sentence. Scrooge's nephew came to wish his uncle a Merry Christmas, _____ his uncle hates the holiday.

A. but B. because C. and D. so