

## Objectives

### Listening

Listening for detail

### Grammar

The past simple, past continuous and past perfect

### Reading

Sequencing a series of events

### Critical thinking

Reflecting on the difficulties that disabled people face

### Functions

Starting a story and asking for clarification

### Writing

Writing the first paragraph of a story

UNIT 2

## Charles Dickens

**OBJECTIVES**

- Listening** Listening for detail
- Grammar** The past simple, past continuous and past perfect
- Reading** Sequencing a series of events
- Critical thinking** Reflecting on the difficulties that disabled people face
- Functions** Starting a story and asking for clarification
- Writing** Writing the first paragraph of a story

### Listening

- 1 **Guess the meanings of the highlighted words from the listening text.**
  - a *Oliver Twist* is a **novel** by Charles Dickens.
  - b Thieves should go to **prison**.
  - c I don't want to be in **debt**, so I'll have to earn some money.
  - d A **journalist** writes stories in a newspaper.
  - e Fagin is a **character** in one of Dickens's stories.

CHECK IN YOUR DICTIONARY

- 2 **Listen to a talk about Charles Dickens and choose the correct answer.**
  - a What nationality is Dickens?  
A Russian **B British** C French D American
  - b As a writer, what is he most famous for?  
A stories B plays C reports D poems
  - c In which century did he live?  
A 17th B 18th C 19th D 20th



- 3 **Listen again and choose the correct words to complete these sentences.**
  - a Charles Dickens was born in **1912/1812**.
  - b He was born in the **south/north** of England.
  - c Charles went to work in a London factory when he was **ten/twelve** years old.
  - d In the factory he worked for **ten/twelve** hours a day.
  - e He used the name **Boz/Oliver** when he wrote magazine stories.
  - f Dickens wrote *A Tale of Two Cities* in **1859/1869**.

- 4 **Discuss this question in pairs.**  
What kind of novels do you enjoy reading?



**SKILLS FOR LIFE**

Read the questions before you listen. This will help you find the information you need.

**WORKBOOK PAGE 5**

## LESSON 1

### Before using the book:

- Find out what sort of books your students like to read. Teach any vocabulary that they will need to talk about books, such as *short story*, *thriller*, *detective fiction*, *science fiction*, etc.

## Listening

## 1 Guess the meanings of the highlighted words from the listening text.

- 1 Read the sentences aloud, or ask five students to do this.
- 2 Draw the students' attention to the highlighted words. Ask them if they know the meaning of these words. If any of them do, ask them to explain the words to the class. Otherwise, let them look them up in their dictionary.

**Answers:** \_\_\_\_\_

- a *novel*: a long written story, usually about characters and events that are not real
- b *prison*: a building where criminals are kept for punishment
- c *debt*: money that you owe to someone
- d *journalist*: someone who writes reports for newspapers, magazines, television or radio
- e *character*: a person in a book, play or film, etc.


**2 Listen to a talk about Charles Dickens and choose the correct answer.**

- 1 Ask the students to look at the pictures. Explain that the man with the quill pen is Charles Dickens, a famous writer, and that the other people shown are characters in his books.
- 2 Tell students that they are going to listen to a talk about Charles Dickens. Go through the questions with them first and point out the good advice in the Skills for Life box. If they read the questions before they listen, they will have some idea of what the speaker is going to talk about and will know what information they have to listen out for in order to answer the questions.
- 3 Play the recording or read the script and ask the students to choose their answers. Allow them to compare answers in pairs before checking with the class.

**Answers:** \_\_\_\_\_

- b A                      c C

## TAPESCRIPT

*Have you heard of Charles Dickens? After Shakespeare, he is probably the most famous writer in the English*

*language. He is best known for his novels about life in nineteenth-century Britain.*

*Dickens was born in 1812 into a good family in the south of England. When he was still a young boy, his father went to prison because he had got into debt. Charles went to London to earn money for the family. At the age of twelve, he was working for ten hours a day in a London factory. He saw how hard life was for poor people, and many of the ideas for the stories of his novels and the characters in them came from this time.*

*After he left the factory, Dickens went to work as an office clerk, but he did not enjoy this. In 1834, he started work as a newspaper journalist. While he was working for the newspaper, he was also writing magazine stories about life in London. Instead of using his real name, he called himself Boz for these stories. He went on to write Oliver Twist in 1838 and Nicholas Nickleby in 1839. David Copperfield followed in 1850, A Tale of Two Cities in 1859 and Great Expectations in 1861.*

*In Oliver Twist, Dickens shows the dark side of life in nineteenth-century London. He describes the lives of child workers and life in the workhouse, where very poor people were sent to live and work.*


**3 Listen again and choose the correct words to complete these sentences.**

- 1 Remind the students again of the benefits of first carefully reading the six statements with alternatives, before they listen again. Encourage them to see if they can choose the correct word in any of the statements before they hear the talk again.
- 2 Play the recording again or read the script and ask the students to choose the correct words.
- 3 Check answers with the class.

**Answers:** \_\_\_\_\_

- b south                      c twelve                      d ten  
e Boz                              f 1859

**4 Discuss this question in pairs.**

- 1 Put the students into pairs and ask them to discuss the question.
- 2 Go round the class, monitoring and helping with vocabulary.
- 3 Ask any confident students to talk to the class about their reading habits.



LESSON 2

SB page 7

WB page 6

Grammar The past simple, past continuous and past perfect

1 Circle all the verbs in these sentences from the listening. Write PS (past simple), PC (past continuous) or PP (past perfect).

- a Charles's father went to prison because he had got into debt. PS
- b After he left the factory, Dickens went to work as an office clerk. PS
- c While he was working as a journalist, Dickens was writing magazine stories about life in London. PC

2 Discuss these questions in pairs.

- a Which sentence describes a past action that took place because of another, earlier past action?
- b Which sentence describes two past actions happening at the same time?
- c Which sentence describes two completed past actions?

3 Complete these sentences with the past simple, past continuous or past perfect form of the verbs in brackets.

In the nineteenth century, when Dickens was writing (write), there were (be) many poor people in England. Cities like London grew (grow) very quickly. Many people came (come) to the cities to look for work because they lost (lose) their jobs in the country. Men, women and children worked (work) very long hours in factories to earn enough money to live. These people often did not have (not have) enough food.

There were (be) not enough houses, so many families shared (share) rooms in crowded buildings. Houses were (be) usually cold, so the fire in the hearth of the main room was (be) very important. In the evening, all the family sat (sit) near the hearth to stay warm while they were talking (talk) or reading.

FOCUS ON GRAMMAR

The past simple, past continuous and past perfect

- Use the past continuous to show that an action was in progress at a certain time:

At one o'clock, I was eating my lunch.

- Use the past continuous with the past simple to show that a shorter action happened during another longer action:

I was eating my lunch when the phone rang.

- Use the past perfect to show the earlier of two actions in the past:

I had eaten my lunch when the phone rang.



WORKBOOK PAGE 6

UNIT 2

Answers:

- a Charles's father went to prison because he had got into debt. PS, PP
- b After he left the factory, Dickens went to work as an office clerk. PS, PS
- c While he was working as a journalist, Dickens was writing magazine stories about life in London. PC, PC

2 Discuss these questions in pairs.

- 1 Go through questions a-c with the class and ask them to think about their answers.
- 2 Check answers with the whole class. If your students need more help with these tenses, use the Focus on Grammar box and the Grammar Review on page 122.

Answers:

- a Sentence a
- b Sentence c
- c Sentence b

3 Complete these sentences with the past simple, past continuous or past perfect form of the verbs in brackets.

- 1 Introduce the exercise by having a quick review of what the students know about Charles Dickens. Ask several students to tell you anything they can remember.

Grammar

The past simple, past continuous and past perfect

1 Circle all the verbs in these sentences from the listening. Write PS (past simple), PC (past continuous) or PP (past perfect).

- 1 Read the three sentences aloud or ask three students to do this. Ask the students to circle the verbs and to identify which tenses they are in.
- 2 Check answers with the class.

- 2 Then ask the students to read the article and complete it with the correct tense of the verbs in the brackets.
- 3 Go round as the students work, giving extra help to anyone who is struggling.
- 4 Check answers with the class.

Answers:

- |            |          |                |
|------------|----------|----------------|
| b were     | c grew   | d came         |
| e had lost | f worked | g did not have |
| h were     | i shared | j were         |
| k was      | l sat    | m were talking |



**1 Find 12 past participles of irregular verbs.**

- Remind the students that irregular verbs are those which don't form the past simple and past participle by adding *-ed*. Ask the class to suggest a few examples.
- Ask them to look through the word square and circle 12 past participles of irregular verbs. The words can be found by going from left to right and top to bottom.

**Answers:** \_\_\_\_\_



**2 Now write the present, past simple and past participle forms of the verbs from Exercise 1.**

- Draw the students' attention to the example. Ask them to write the present, past simple and past participle forms of all the verbs they found in the word square, using the first person form for the present simple.
- Check answers with the class.

**Answers:** \_\_\_\_\_

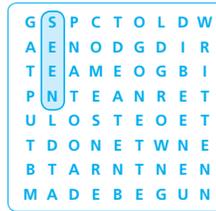
- |                  |                       |
|------------------|-----------------------|
| a see/saw/seen   | b tell/told/told      |
| c lose/lost/lost | d do/did/done         |
| e make/made/made | f begin/began/begun   |
| g put/put/put    | h come/came/come      |
| i go/went/gone   | j grew/grow/grown     |
| k be/was/been    | l write/wrote/written |

**3 Make questions. Then ask a partner and write the answers.**

- Go through the example with the class. Ask the question to several students around the class and get true answers about where they went yesterday evening.

UNIT 2

**1 Find 12 past participles of irregular verbs.**



**2 Now write the present, past simple and past participle forms of the verbs from Exercise 1.**

- |                |         |
|----------------|---------|
| a see/saw/seen | g _____ |
| b _____        | h _____ |
| c _____        | i _____ |
| d _____        | j _____ |
| e _____        | k _____ |
| f _____        | l _____ |

**3 Make questions. Then ask a partner and write the answers.**

- |  |  |
|--|--|
| a Where/you go/yesterday evening?<br>Q <u>Where did you go yesterday evening?</u><br>A <u>I went to my friend's house.</u> | c How/you come to school this morning?<br>Q _____<br>A _____ |
| b Who/you meet/at the weekend?<br>Q _____<br>A _____   | d What time/school begin/this morning?<br>Q _____<br>A _____ |

**4 Complete this story using the correct past forms of these verbs.**

- arrive
- catch
- clean
- come
- drink
- get
- happen
- introduce
- live
- read
- sail
- start
- talk
- tell
- wait
- watch

We a got on board our felucca at 11 o'clock, although we b \_\_\_\_\_ in Aswan nearly two hours earlier. As soon as we were on board, the captain and crew of our boat c \_\_\_\_\_ themselves to us. After we d \_\_\_\_\_ the Nile Police about our journey at their office, we e \_\_\_\_\_ our journey down the Nile to Faras.

During the hottest part of the day, we f \_\_\_\_\_ to other passengers, g \_\_\_\_\_ our books, or just h \_\_\_\_\_ the everyday lives of the people who i \_\_\_\_\_ by the river. So many things j \_\_\_\_\_: cows which k \_\_\_\_\_ from the nearby fields l \_\_\_\_\_ from the river; fishermen m \_\_\_\_\_ for a fish. As we n \_\_\_\_\_ by, one of these men o \_\_\_\_\_ a fish which he p \_\_\_\_\_ a few minutes earlier.



6

- Ask the students to work individually to write the other three questions. Check answers with the class before moving on to the next part.
- Put the students in pairs and tell them to take turns asking and answering the questions.

**Answers:** \_\_\_\_\_

- |  |
|--|
| b Who did you meet at the weekend?         |
| c How did you come to school this morning? |
| d What time did school begin this morning? |

**4 Complete this story using the correct past forms of these verbs.**

- Go through the verbs in the box and explain any that the students don't know.

Reading

1 FOCUS ON VOCABULARY

Check the meanings of these words in your dictionary.

belong ceiling cracked  
employer fail hearth  
plaster truth

2 Read about the title of Dickens's novel *The Cricket on the Hearth*. Are these sentences True or False?

- a  A cricket is an insect.
- b  The cricket in the story lives on the ceiling.
- c  Good things happen to you if a cricket belongs to you.

A cricket is a kind of jumping insect which makes a loud noise. In this book, a family has a cricket living on the hearth in their house. In the past, people thought that if you saw a cricket, good things would happen to you, so the family in the story is happy to have it in their home.



# The Cricket on the Hearth



3 This is from Dickens's novel *The Cricket on the Hearth*. Read and order sentences a-h.

- a  Now that Bertha knew the truth, she realised how kind and loving her father was.
- b  Bertha's father did not tell her that they were poor.
- c  Bertha was sad because she heard the argument.
- d  Caleb Plummer's employer visited their house.
- e  Mr Tackleton was angry and shouted at Caleb Plummer.
- f  Bertha was born blind.
- g  Caleb Plummer realised that Bertha had heard the argument.
- h  Caleb Plummer told Bertha that he had hidden the truth from her.

Caleb Plummer and his blind daughter Bertha lived together in a little house. They made toys and their house **belonged** to the businessman who they worked for, Mr Tackleton. Caleb and Bertha were very poor, but Caleb looked after Bertha very well.

Bertha had been blind since she was born. Her father wanted her to have a happy life, so he didn't tell her what their life was really like. Bertha didn't know that the **ceilings** were **cracked** and the **plaster** was falling off the walls. She never knew that everything around her was old and poor. She didn't realise that her father was a grey-haired old man. She thought that they lived in a comfortable home; she thought that she had a well-dressed father and that Mr Tackleton was a good **employer**. Because her father was kind, Bertha was always happy.

This changed one day when she heard Mr Tackleton talking to her father. Mr Tackleton was angry and he was shouting at her father. Bertha was sad and didn't talk to her father all day.

## LESSON 3

Reading

### 1 Check the meanings of these words in your dictionary.

- 1 Ask the students if they know the words in the box. If they do, ask them to explain them to the class.
- 2 Ask the students to look up any remaining words in their dictionaries. Make sure everyone understands their meaning.

Answers: \_\_\_\_\_

- belong*: to be owned by someone
- ceiling*: the inside surface of the top part of a room
- cracked*: damaged with thin lines on its surface
- employer*: a person or company that pays people to work for them
- fail*: to be unsuccessful in doing something
- plaster*: a substance used for covering walls and ceilings to give them a smooth surface
- truth*: the true facts about something

### 2 Read about the title of Dickens's novel *The Cricket on the Hearth*. Are these sentences True or False?

- 1 Tell the students that they are going to read some background information to a story by Charles Dickens.

- 2 Ask the class to read the sentences and to complete the task. They can do this in pairs. Check their answers as a class.

Answers: \_\_\_\_\_

- b F (it lives on the hearth)
- c F (good things happen if you see one)

### 3 This is from Dickens's novel *The Cricket on the Hearth*. Read and order sentences a-h.

- 1 Explain to the students that sentences a to h are

- 2 Ask them to work individually to complete the story. When they have finished, allow them to compare results in pairs or small groups before checking answers with the class.

Answers: \_\_\_\_\_

- b had arrived
- d had told
- f talked
- h watched
- j were happening
- l were drinking
- n sailed/were sailing
- p had caught
- c introduced
- e started
- g read
- i lived
- k came/had come
- m were waiting
- o cleaned/was cleaning

events in the story of *The Cricket on the Hearth*, one of Charles Dickens's stories. Ask them to read the sentences first. Answer any questions about vocabulary.

- 2 Ask the students to read the story and to number the sentences in the right order.
- 3 Allow them to compare their answers in pairs or small groups before checking with the whole class. Answer any further questions students may have about the text.

**Answers:** \_\_\_\_\_

- |     |     |     |     |
|-----|-----|-----|-----|
| a 8 | b 2 | c 5 | d 3 |
| e 4 | f 1 | g 6 | h 7 |

## LESSON 4

SB page 9

WB page 7

### Critical thinking

#### 1 Read this quotation from *The Cricket on the Hearth* and answer the questions.

- 1 Go through the questions with the class, making sure everyone understands them.
- 2 Put the students into pairs and ask them to take turns asking and answering the questions. Go round the class, monitoring and helping. Ask any confident pairs with good answers to repeat them to the class.

**Suggested answers:** \_\_\_\_\_

- a He did not tell her that they were poor.
- b Students' answers
- c He realised that she understood that they had problems because she heard their argument.
- d They are both good people who want to help each other and make each other happy.

#### 2 Discuss these questions in pairs.

- 1 Read the questions with the class. Make sure they understand them.

### Critical thinking

#### 1 Read this quotation from *The Cricket on the Hearth* and answer the questions.

"Bertha, I wanted you to be happy, so since the day that you were born, I have hidden the truth from you. I have changed things, invented things and told you stories that were not the truth."

- a What was the truth that Caleb Plummer hid from Bertha?
- b Do you think he did the right thing when he invented things to make his daughter happy?
- c Why do you think that he told her the truth after his argument with Mr Tackleton?
- d What can we say about the characters of Caleb and Bertha?



Her father realised that she had heard the **argument**. "I have always tried to be good to you, but I have **failed**," he said.

Bertha did not understand her father's words.

"Bertha, I wanted you to be happy, so since the day that you were born I have hidden the **truth** from you. I have changed things, invented things and told you stories that were not the truth."

"I have been really blind," replied Bertha. "I had never realised until today how kind and loving you have been."

Caleb looked at his daughter. He was very surprised by her words. Finally, she said, "I have always been happy, but now I will be even happier."

#### 2 Discuss these questions in pairs.

- a Why do you think that Caleb and Bertha were so poor?
- b Do you think Mr Tackleton was a good employer? Why/Why not?
- c What should good employers do to look after the people who work for them?

#### 3 Work in small groups and discuss the following.

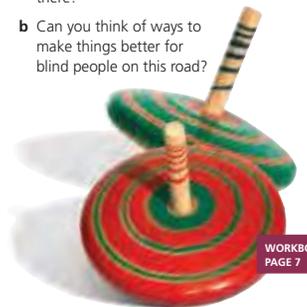
- a Is it always wrong to not tell the truth to someone?
- b Can you think of any situations when it is kind to not tell the truth?
- c How would you feel if your friends told you something that was not the truth?

#### 4 Discuss the following in pairs.

- a What jobs can blind people do well, do you think?
- b Is it right for blind people like Bertha to work? Why/Why not?
- c How can we make life easier for people who cannot see or cannot hear?
- d How can we make life easier for people who cannot walk?

#### 5 Discuss the following in different pairs.

- a Think about the road outside your school. What problems might blind people have there?
- b Can you think of ways to make things better for blind people on this road?



WORKBOOK PAGE 7

- 2 Ask the students to do the exercise in pairs. Go round the class, monitoring and helping.
- 3 Ask different students to share their answers and encourage them to give reasons for their opinions.

**Suggested answers:** \_\_\_\_\_

- a They probably did not sell many toys. Mr Tackleton did not pay them very much. Perhaps they had to pay a lot for their house.
- b No, he was not. They are very poor and the house that belongs to him is small and not very nice.
- c They should make sure they have a good place to work and enough money to live well on.

### 3 Work in small groups and discuss the following.

- 1 Go through the questions with the class, making sure everyone understands them, and ask them to think about their answers. (Giving students thinking time is worth it because their answers will be fuller and better constructed if they have had time to form them in their minds.)
- 2 Put the students into small groups and ask them to share their ideas. Encourage them to discuss any different ideas they have, giving reasons for their opinions. Go round the class, monitoring and helping.
- 3 Ask any confident groups with good discussion points to report them to the class and encourage further discussion in the class.

#### *Suggested answers:* \_\_\_\_\_

- a Students' answers
- b Sometimes people might be sad if you told them the truth. For example, if they spent a long time drawing a picture which is not very good, it might be better to say that you like the picture.
- c I would not feel happy.

### 4 Discuss the following in pairs.

- 1 Read the instructions and questions with the class and make sure they understand what they have to do.
- 2 Put the students into pairs to complete the exercise. Go round the class, monitoring and helping.
- 3 Finish with a class discussion. Encourage pairs to report back to the class.

#### *Suggested answers:* \_\_\_\_\_

- a They can do any job well that does not need them to see something.
- b Yes, she is probably good at making toys.
- c We can understand the problems they have every day. We can move things in the road or in buildings that make it difficult for blind people. We can try to communicate better with people who cannot hear.
- d If they use a wheelchair, we can make it easier for the wheelchair to go into buildings, across roads etc.

### 5 Discuss the following in different pairs.

- 1 Read the questions with the class and make sure they understand them
- 2 Put the students into different pairs to complete the exercise. Go round the class, monitoring and helping.
- 3 Finish with a class discussion. Encourage pairs to report back to the class.

*Students' own answers*

**1 Complete the puzzle to find a word.**

1 Explain that all the words needed to complete this crossword have been used in the unit so far. Tell the students that when they have solved all the clues and put the correct words in the puzzle, they will find another word from the unit in the shaded squares.

2 Go round, giving help where necessary. Check the answers with the class.

**Answers:** \_\_\_\_\_

- b truth
- d cracked
- f plaster
- c fail
- e employer

Revealed word: cricket

**2 Complete these sentences with the words from Exercise 1.**

- 1 Read through the sentences with the class and ask them to work individually to complete each sentence with a word from Exercise 1.
- 2 Go through the answers with the class by asking different students to read a completed sentence aloud.

**Answers:** \_\_\_\_\_

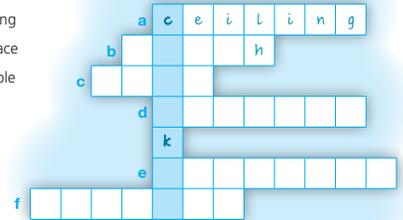
- b cracked
- d fail
- f ceiling
- c truth
- e employer

**3 Now guess the meaning of the words in bold. Check in a dictionary.**

- 1 Discuss with the class how they will often come across new words in their reading.
- 2 Ask a student to read the questions in the box. This will help them to do the next part.
- 3 Read sentences a to c to the class, or ask different students to read them.
- 4 Point out that the words in bold type are new words. Discuss how the students can guess the meaning of new words and remind students of the questions in the box.

**1 Complete the puzzle to find the word in blue.**

- a the inside surface of the top part of a room
- b the true facts about something
- c to be unsuccessful in doing something
- d damaged, with thin lines on its surface
- e a person or company that pays people to work for them
- f something to cover walls to give them a smooth surface



**2 Complete these sentences with the words from Exercise 1.**

- a Mansour put plaster on the walls and then painted them white.
- b After the cup fell on the floor, I saw that it was cracked.
- c We know what Ali did last week, because he always tells the truth.
- d Mona did not fail any of her exams. She did very well!
- e Mr Ghaboor has a new employer. He is now working in the hospital.
- f Fady is very tall. He can touch the ceiling!



**3 When you are reading, it is important to guess the meanings of new words. Try asking yourself the questions in the box.**

- What kind of word is it: a noun, a verb or an adjective?
- Can I work out the meaning of the word from the rest of the sentence?
- Does the unknown word start, end or look like a word that I know?

**Now guess the meaning of the words in bold. Check in a dictionary.**

- a Caleb had a difficult **choice**: to invent things to keep his daughter happy, or to tell the truth.  
a decision to choose one thing or person rather than another.
- b Caleb felt **rewarded** when Bertha told him how happy she was.
- c The **moral** of the story is that it is always best to tell the truth.

- 5 Read sentence a with the class again. Ask about *choice*. What kind of word is it: a noun, a verb or an adjective? Elicit that it is a noun. Ask *Does the word "choice" start, end or look like another word that you know?* They may say *choose*. Finally, ask if they can work out the meaning of the word from the whole sentence. Some students may be able to tell you that a choice is when you can choose between two or more things. Ask the students to write the meaning down, then ask them to find the word in their dictionary. Choose one student to read the definition to the class as a check.
- 6 Ask the students to work out and write down the meanings of the other words, and then to check their meanings in their dictionary.

## LESSON 5

SB page 10

WB page 8

## Communication skills Starting a story and asking for clarification

### 1 You are going to talk about the beginning of a story.

a First, choose a story. It can be a story for children or for adults.

b Make notes to answer these questions, like the sample.

1 Which story have you chosen?

*The Cricket on the Hearth*

2 Who are the main characters? What are they like?

*Caleb and Bertha Plummer. Poor*

3 Where do they live? What is their life like?

*In a little house. Life is difficult.*

4 Who are the other characters?

How did they know the main characters?

*Mr Tackleton. He is their employer.*

5 How does the story start? What happened first?

What happened next? And then?

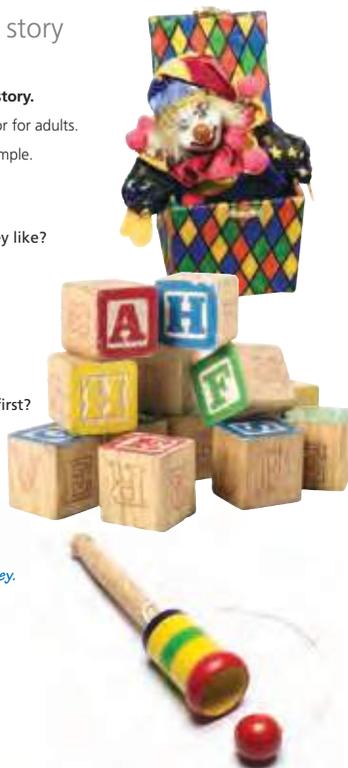
*Bertha is born blind. Caleb does not tell her the truth.*

*Mr Tackleton shouts at Caleb. Caleb tells his daughter the truth.*

6 What is the moral of the story?

*It is always best to tell the truth.*

*It is better to be kind than to have a lot of money.*



### 2 Talk about the story in pairs.

a Take turns to tell each other the beginning of your stories. Use your notes to help you.

b Discuss the stories. If you do not understand what your partner tells you, ask him/her questions. Use expressions from *Focus on Functions*.

#### FOCUS ON FUNCTIONS

##### Asking for clarification

- I don't understand. Can you say that again, please?
- Then what happened?
- Who is ...? What did he/she do?
- Where did he/she go/live?
- What is the moral of the story?

### 3 Research the following about a Charles Dickens novel.

Find out:

- when he wrote it
- what happens in the novel
- what the moral of the story is

RESEARCH

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PAGE 8

### 7 Check answers with the class.

#### Answers:

- a *choice*: when you can choose between two or more things, actions, people, etc.
- b *rewarded*: gave something good to someone for something they did.
- c *moral*: a lesson to be learned (from the story).

## Communication

### 1 You are going to talk about the beginning of a story.

- 1 Go through the instructions with the class and make sure everyone knows what they have to do.
- 2 Focus attention on the sample notes and ask the students to choose their own story that they would like to write about in order to produce a similar set of notes, using the sample as a model. Go round the class, helping them as they do this. Point out that the notes are not complete sentences. Discourage them from writing complete sentences in their notes. This will prevent them from simply reading what they have written in the next exercise.

### 2 Talk about the story in pairs.

- 1 Go through the instructions with the class and make sure everyone knows what they have to do. Focus attention on the Focus on Functions box. This gives a list of questions that the student who is meant to be listening can ask his/her partner in order to clarify details of the story.

- 2 Put the students into pairs and tell them to take turns being the storyteller and the listener. Encourage the listeners to ask the questions to find out anything they don't understand.

- 3 As they work, go round the class monitoring and helping. Take note of any particularly good storytellers. Ask them to tell their stories to the whole class at the end.

### 3 Research the following about a Charles Dickens novel.

- 1 Go through the instructions with the class and make sure they understand what they have to do.

- 2 Encourage students to use the library or the internet to find this information. They can do this for homework. You can take in this work in the next lesson.



**1 Read the first paragraph from *The Cricket on the Hearth* again, then answer the questions.**

- 1 Remind the students that they read the text *The Cricket on the Hearth* in the Student's Book. Ask them to read the first paragraph again and then to look at the questions. Explain that the sentences have been numbered in the text for ease of reference.
- 2 Ask individual students around the class to give their answers to the questions. When you have checked the answers, point out that the words in the answers can join sentences to make them more complex and effective.

**Answers:** \_\_\_\_\_

- b so
- c everything
- d Because

**2 Write the first paragraph of the story you told your partner.**

- 1 Remind the students of the stories they told each other in Exercise 2 in their Student's Book. Tell them that they are going to use their notes and their talks to write the first paragraph of their stories.
- 2 Go through the paragraph plan with the class and make sure everyone understands what they have to do.
- 3 As the students write their paragraphs, go round the class monitoring and helping. Remind them to use past tense verbs and to use joining words like *so* and *because*. The finished paragraphs might make a good display for the classroom.

- 1 Read this paragraph from *The Cricket on the Hearth* again, then answer the questions.

**The Cricket on the Hearth**

1 Bertha had been blind since she was born. 2 Her father wanted her to have a happy life, so he didn't tell her what their life was really like. 3 Bertha didn't know that the ceilings were cracked and the plaster was falling off the walls. 4 She never knew that everything around her was old and poor. 5 She didn't realise that her father was a grey-haired old man. 6 She thought that they lived in a comfortable home; she thought that she had a well-dressed father and that Mr Tackleton was a good employer. 7 Because her father was kind, Bertha was always happy.



- a Which words does the writer use instead of "Bertha Plummer"? Bertha, she, her
- b Which word in sentence 2 means "for this reason"? \_\_\_\_\_
- c Which word in sentence 4 means "all of the things"? \_\_\_\_\_
- d In sentence 7, which word tells us the reason for something? \_\_\_\_\_

**2 Write the first paragraph of the story you told your partner.**

- a Plan five sentences using your notes from the Student's Book.

**Sentence 1** Who is the main character in the story? \_\_\_\_\_

**Sentence 2** Write something about this person or his/her life. \_\_\_\_\_

**Sentence 3** What other characters are in the story? \_\_\_\_\_

**Sentence 4** What is the first important thing that happened? \_\_\_\_\_

**Sentence 5** What happened next? \_\_\_\_\_

**b Write your paragraph in 80–100 words in your copybook.**

- Use the past simple, past continuous or the past perfect.
- Try not to repeat the names of people or places.
- Use some of the joining words from the paragraph of *The Cricket on the Hearth* in Exercise 1.

## Assessment

### Listening Task

#### Target element: vocabulary from the unit

Read the following sentences based on the information from SB pages 6–9. Students say if they refer to Charles Dickens or Caleb Plummer. The answers are given below in brackets.

*When he was a young boy, his father went to prison because he had got into debt.* (Charles Dickens)

*He didn't tell his daughter what their life was really like because he wanted her to be happy.* (Caleb Plummer)

*He worked for a businessman making toys.* (Caleb Plummer)

*At the age of 12, he was working for ten hours a day in a London factory.* (Charles Dickens)

*He lived in a house with a cracked ceiling and with plaster falling off the walls.* (Caleb Plummer)

*After he left the factory, he went to work as an office clerk.* (Charles Dickens)

*While he was working for a newspaper, he was also writing magazine stories about life in London.* (Charles Dickens)

*His employer shouted at him when he was angry.* (Caleb Plummer)

### Speaking Task

#### Target element: vocabulary from the unit and past tenses

Use SB page 7, Ex. 2. In pairs, students use the picture to talk about what life was like in Charles Dickens's time. Encourage them not to refer to the text and to use their own words. They can also use the information from *The Cricket on the Hearth*.

You can also ask them the following questions (sample answers in brackets):

*What happened in the cities in Dickens's time?* (Many people came to the cities to look for work as they had lost their jobs in the country.)

*Where did many people work?* (They worked in factories.)

*Did families have their own houses?* (No, many families shared rooms in crowded buildings.)

*Why was the fire in the main room so important?* (Houses were usually cold.)

### Reading Task

#### Target elements: the past simple, past continuous and past perfect

Use WB page 6, Ex. 3. Write questions about the text as follows. Students answer in full sentences, using the correct form of the verb (answers in brackets):

- 1 What time had they arrived in Aswan?** (They had arrived at nine o'clock.)
- 2 What had they done before they went to Faras?** (They had told the Nile Police about their journey.)
- 3 What did they do during the hottest part of the day?** (They talked to other passengers, read their books and watched the everyday lives of the people who lived by the river.)
- 4 What was happening as they sailed on the Nile?** (Cows were drinking from the river and fishermen were waiting for fish.)
- 5 When had one of the fishermen caught a fish?** (He had caught it a few minutes earlier.)

### Writing Task

#### Target element: vocabulary from the unit

Use SB page 8, Ex. 1. Students write a sentence for each of the words in the box. The sentence should show the meaning of the words in context or should define the word, for example: **This bag belongs to me, so it can't be yours./The ceiling is the top part of a room.** They can use their dictionaries if necessary.