

# Read the tale "A Christmas Carol"



Split the class in four groups

After reading the book, each group is going to prepare one of the following topics:

Christmas, Labour in Dickens times, The Workhouse, houses....

Present your idea how was the life in Dickens times talk about Christmas traditions learn how rich children could expect expensive presents at Christmas, while poor children might receive a simple gift of fruit or wood. Describe in detail how was the food for rich people Christmas meals are prepared below stairs by her hardworking servants. What did the poor people use to eat? The tradition of Christmas trees was brought to Britain by Prince Albert, and Christmas carols and turkey dinners were also enjoyed by the Victorian royal family. The people of Britain followed their example, which is why the traditions exist today.

Labour in Dickens times

There was a marked difference in the life experience of working class and middle class children in Victorian Britain. It was common for children from working class families to work long hours in mines, mills and collieries from a very early age. The clip traces successive Parliamentary Acts, including the 1864 Factory Act and the 1880 Education Act which made education compulsory.

The Workhouse and houses

What was life really like for Victorians? The Charles Dickens describes how kids used to live.

Houses at Dickens times

In order to work oral language each group will write a story to communicate to the audience (teacher and other students) about life in the 19th century. these recordings will be published in podcast. Students in groups will organize a program news from 19<sup>th</sup> century.

Students will present their works using the whiteboard, but before students will agree on the assessment criteria.

### Peer assessment /group assessment

*Relevance of the content/ topic chosen*

*Quality of the written tests*

*Pronunciation*

*Fluency in the dialogue*

Each student will do self assessment using this rúbrica

	<b>Initiation</b>	<b>Development</b>	<b>Improvement</b>	<b>Advanced</b>	
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	
<b>Autonomous Learning</b>	I'm not able to start to work on my own, I need a lot of help	I some times provide ideas to others but few times.  I often ask help to teacher and or other students	I try to do my best I try to learn with the help of others I'm able to generate some ideas	I can identify my own goals I take responsibility for my own learning I try to find my own way of learning	
<b>Learning to learn</b>	I don't feel positive about learning I don't like solving problems I can't use strategies to make my learning easier	I don't feel positive about learning I don't like solving problems When I find a difficult task I don't try to go on I'm able to use few strategies to make my learning easier	I feel positive about learning I don't stop when I face difficulties I know about and can use strategies to make my learning easier	I feel positive about learning I enjoy solving problems I am able to connect and integrate different knowledge I am happy to learn from my mistakes I can devise effective learning strategies	
<b>Critical Thinking</b>	I don't think in a	I'm not able to argue in a	I'm able to argue in a reasoned manner but	I think in a reasoned manner	

	<p>reasoned manner I listen to others, but I'm not able to make my own decisions I don't recognize the weak points in a line of reasoning</p>	<p>reasoned manner and make own decisions  I don't recognize the weak points in a line of reasoning</p>	<p>I'm not able to make own decisions  I can follow a line of reasoning</p>	<p>I listen to others, but make my own decisions  I recognize the weak points in a line of reasoning</p>	
<b>Creative Thinking</b>	<p>I can't generate a lot of appropriate ideas I can't recall information related to our topic It's difficult to me to solve problems</p>	<p>I 'm able to generate few appropriate ideas I am not able to recall a information related to our topic I have difficulties to solve problems by searching for information, making comparisons and brainstorming</p>	<p>Evidence of creativity.I can generate some appropriate ideas I am able to recall some information related to our topic Sometimes I am able to find solutions to problems by searching for information.</p>	<p>Clear evidence of creativity.I can generate a lot of appropriate ideas quickly and easily I am able to recall information related to our topic I am able to find solutions to problems by searching for information, making comparisons and brainstorming</p>	
<b>Team work</b>	<p>Poor cooperation in group.  Most of the work was done by only one team member.</p>	<p>Good cooperation in group. Participation in the search has been unequal, as the contributions to the final product</p>	<p>Very good cooperation in group.  Most of the group participated both in the search as in the presentation of contents</p>	<p>Excellent cooperation in group.  All members in group did the same work.</p>	
<b>Process Information</b>	<p>Irrelevant and inadequate information.  Poor resources and information;</p>	<p>Irrelevant and not appropriate information.  Just a few resources were used; missing details.</p>	<p>Relevant and adequate information.  Most of resources were used; evidence of details</p>	<p>Excellent information.  All resources were used; evidence of details in the search, understanding and explanation.</p>	

	missing details				
<b>Presentation of information</b>	Uninteresting and without creativity. Poor contents and images; missing organization	Presentation of the contents is not very clear; texts and images are required; missing organization.	Creative and interesting presentation of contents  Good contents but more texts and images are required; good organization	Creative and interesting presentation.  Good contents and adequate use of texts and images; very good organization	

## Language skills

U N D E R S T A N D I N G	Listening	I can understand phrases and the highest frequency vocabulary related to the theme including irregular verbs. I can catch the main point in short, clear simple messages and announcements	Mark
S P E A K I N G	Reading	I can understand texts that consist mainly of frequency everyday or job-related. I can understand the description of events, feelings...	
	Spoken Interaction	I can communicate in simple tasks requiring a simple and direct exchange of information on familiar topics and activities. I can usually understand enough to keep the conversation going by myself	
	Spoken production	I can use a series of phrases to describe experiences and events. I can briefly give reasons and explanations or opinions and plans. I can make interviews	
W R I T I N G	Writing	I Can write simple connected text on topics which are familiar (houses, clothes...) I can make interviews and use the past simple	