**Class Schedule**

1. Vocab Bingo (15 mins)
2. Opening Activity (10 mins)
3. Read extract (10 mins)
4. Comprehension questions (15 mins)
5. Read through new vocab (10 mins)

**Vocabulary Bingo!**

* Spot check on definitions, antonyms and synonyms of last week’s words (use the words in sentences)

**Opening Activity**

*Match the word to the definition!*

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| 1. Principle 2. Underscore 3. Commodious 4. Cellarage 5. Dictatorial 6. Obstinate 7. Imperial 8. Nonsensical 9. Galvanise 10. Curtsey | 1. Roomy and comfortable 2. Having no meaning; making no sense 3. A rule or belief governing one’s behaviour; a fundamental truth that serves as the foundation for something 4. Stubbornly refusing to change one’s opinion or chosen course of action 5. Shock or excite someone into taking action 6. To underline or emphasise something 7. Money charged for the use of a cellar or storehouse 8. A formal greeting made by a woman or girl, made by bending the knees with one foot in front of the other 9. Having or showing the characteristics of a ruler with total power 10. Domineering; relating to an empire |

Hard Times by Charles Dickens

CHAPTER I - THE ONE THING NEEDFUL

'NOW, what I want is, Facts. Teach these boys and girls nothing but Facts. Facts alone are wanted in life. Plant nothing else, and root out everything else. You can only form the minds of reasoning animals upon Facts: nothing else will ever be of any service to them. This is the **principle** on which I bring up my own children, and this is the principle on which I bring up these children. Stick to Facts, sir!'

The scene was a plain, bare, **monotonous** **vault** of a school-room, and the speaker's square **forefinger** emphasized his observations by **underscoring** every sentence with a line on the schoolmaster's sleeve. The emphasis was helped by the speaker's square wall of a forehead, which had his eyebrows for its base, while his eyes found **commodious** **cellarage** in two dark caves, overshadowed by the wall. The emphasis was helped by the speaker's mouth, which was wide, thin, and hard set. The emphasis was helped by the speaker's voice, which was **inflexible**, dry, and **dictatorial**. The emphasis was helped by the speaker's hair, which bristled on the skirts of his bald head, a **plantation** of firs to keep the wind from its shining surface, all covered with knobs, like the crust of a plum pie, as if the head had scarcely warehouse-room for the hard facts stored inside. The speaker's **obstinate** carriage, square coat, square legs, square shoulders, - nay, his very neckcloth, trained to take him by the throat with an **unaccommodating** grasp, like a stubborn fact, as it was, - all helped the emphasis.

'In this life, we want nothing but Facts, sir; nothing but Facts!'

The speaker, and the schoolmaster, and the third grown person present, all backed a little, and swept with their eyes the inclined plane of little **vessels** then and there arranged in order, ready to have **imperial** gallons of facts poured into them until they were full to the brim.

CHAPTER II - MURDERING THE INNOCENTS

THOMAS GRADGRIND, sir. A man of realities. A man of facts and **calculations**. A man who proceeds upon the principle that two and two are four, and nothing over, and who is not to be talked into allowing for anything over. Thomas Gradgrind, sir - **peremptorily** Thomas - Thomas Gradgrind. With a rule and a pair of scales, and the multiplication table always in his pocket, sir, ready to weigh and measure any **parcel** of human nature, and tell you exactly what it comes to. It is a mere question of figures, a case of simple **arithmetic**. You might hope to get some other **nonsensical** belief into the head of George Gradgrind, or Augustus Gradgrind, or John Gradgrind, or Joseph Gradgrind (all **supposititious**, non-existent persons), but into the head of Thomas Gradgrind - no, sir!

In such terms Mr. Gradgrind always mentally introduced himself, whether to his private circle of **acquaintance**, or to the public in general. In such terms, no doubt, **substituting** the words 'boys and girls,' for 'sir,' Thomas Gradgrind now presented Thomas Gradgrind to the little **pitchers** before him, who were to be filled so full of facts.

Indeed, as he eagerly sparkled at them from the cellarage before mentioned, he seemed a kind of cannon loaded to the **muzzle** with facts, and prepared to blow them clean out of the regions of childhood at one **discharge**. He seemed a **galvanizing** **apparatus**, too, charged with a grim **mechanical** substitute for the tender young imaginations that were to be stormed away.

'Girl number twenty,' said Mr. Gradgrind, squarely pointing with his square forefinger, 'I don't know that girl. Who is that girl?'

'Sissy Jupe, sir,' explained number twenty, blushing, standing up, and **curtseying**.

'Sissy is not a name,' said Mr. Gradgrind. 'Don't call yourself Sissy. Call yourself Cecilia.'

**Comprehension Questions**

1. Summarise the extract in a few sentences.
2. What is our first impression of the ‘speaker’ in chapter one?
3. Why does the ‘speaker’ think facts are important?
4. What is our first impression of Thomas Gradgrind?
5. What is the difference between ‘facts’ and ‘nonsensical ideas’?
6. Which one do you think is more important?

**Vocabulary**

* *Define each word, put it into one of four categories (noun, adjective, verb or adverb) and, where applicable, note down a synonym or antonym.*

1. Principle
2. Monotonous
3. Vault
4. Forefinger
5. Underscore
6. Commodious
7. Cellarage
8. Inflexible
9. Dictatorial
10. Plantation
11. Obstinate
12. Unaccommodating
13. Vessel
14. Imperial
15. Calculation
16. Peremptorily
17. Parcel
18. Arithmetic
19. Nonsensical
20. Supposition
21. Acquaintance
22. Substitute
23. Pitcher
24. Muzzle
25. Discharge
26. Galvanising
27. Apparatus
28. Mechanical
29. Curtsey

**Homework**

* Revise the vocabulary we have learned today.
* It is Sissy Jupe’s first day at school. Write a diary entry detailing her experience of her first day using ten words from the vocab list above.