

## Lesson plan | Literature is GREAT

### Topic

Literature is great

### Learning outcomes

- Talk for 2 minutes about a book they've read, summarizing the plot or subject.
- Practice inferring meaning of an idiom using context.
- Integrate at least five Shakespearean idioms appropriately into a dialogue of 8-10 sentences
- Demonstrate a dialogue in pairs to their peers.

### Age group and level

Aged 13-17 and adults CEFR B1+

### Time

110 minutes. This could be done over two lessons,

### Materials

- Lesson plan
- Learner worksheets - 1 per student.
- Presentation
- Cut outs – Cut enough for each pair to have a context

### Introduction

This lesson is about literature, with a focus on the UK. It develops the students' ability to speak in long turns and use idioms, which originate from the works of Shakespeare. Learners will write and practice a dialogue. A scaffolded approach is used to aid differentiation.

### Lesson one (60 minutes)

#### Procedure

##### Lead in (10 minutes)

- Display **slide 2**. Elicit that all the people in the word cloud have produced British literature in the form of plays and novels.
- Elicit any information learners have about the writers featured on the slide.
- Display **slide 3**. Elicit or explain that the pictures represent A) William Shakespeare and B) Charles Dickens.
- Elicit any additional information learners have about the two writers

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<b>Speaking (20 mins)</b>	<ul style="list-style-type: none"> <li>• Ask learners to open their notebooks. They should draw and number 4 large squares (demonstrate on the board)</li> <li>• In square 1 they write the title of a book they've read</li> <li>• In square 2 they write the subject of the book</li> <li>• In square 3 they write why they decided to read it</li> <li>• In square 4 they write if they would recommend it and why/ why not.</li> <li>• Put learners into pairs. Tell them using their notes they must talk about the book they've read for two minutes. Their partner should time them and give feedback on their presentation.</li> <li>• Display <b>slide 4</b> and ask learners to refer to it if needed</li> <li>• Monitor and support with any additional language</li> <li>• Put learners into new pairs to repeat the activity and built learners' confidence.</li> </ul> <p><b>Note:</b> Some learners may not read books. In this case, encourage them to talk about anything they've read, an article, magazine, etc.</p>
<b>Definition (10 minutes)</b>	<ul style="list-style-type: none"> <li>• Put learners into pairs</li> <li>• Ask learners to define the meaning of 'literature' in their pairs. Display <b>slide 5</b> as a reference</li> <li>• Allow 2 minutes. Then join pairs to make groups of 4</li> <li>• Group members compare and refine their definitions.</li> <li>• Monitor and select one group to write their definition on the board.</li> <li>• Ask the other groups to suggest ways to improve the definition.</li> </ul> <p><b>Example definition:</b> Well written, imaginative, fictional stories that describe human experience.</p> <p><b>Note:</b> Acknowledge that it is difficult to define literature.</p>
<b>Discussion (10 minutes)</b>	<ul style="list-style-type: none"> <li>• Dictate the following sentence: "Over half the world's children study Shakespeare."</li> <li>• Ask learners to discuss this statement in pairs for a few minutes. Then get feedback.</li> <li>• Ask the whole group to share their experiences of Shakespeare (reading his works, seeing his plays or films based on his plays)</li> <li>•</li> </ul> <p><b>Note:</b> See the references for films based on Shakespeare's plays</p>
<b>Idioms (10 min)</b>	<ul style="list-style-type: none"> <li>• Explain that many English idioms originate in Shakespeare's work</li> <li>• Give out the worksheet and ask learners to work in pairs</li> <li>• They match the idiom in context with its definition</li> <li>• Elicit the answers and clarify meaning as needed</li> </ul> <p><b>Answers:</b></p> <ul style="list-style-type: none"> <li>• Answers are also on <b>slide 6</b>. See Appendix 1 for more information</li> </ul> <p>1I; 2A; 3D; 4C; 5B; 6H; 7F; 8J; 9G; 10E</p> <p><b>Differentiation:</b> For early finishers, and if there is internet access,</p>

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	encourage learners to find out which plays the idioms originate from. This could be set as a homework task.
<b>Homework</b>	<ul style="list-style-type: none"> <li>Ask learners to find out an interesting fact about one British writer. E.g. Dickens spent time in jail as a child.</li> </ul>
<b>References</b>	<ul style="list-style-type: none"> <li>Films based on Shakespeare plays: <a href="https://collider.com/best-movies-based-shakespeare-plays/">https://collider.com/best-movies-based-shakespeare-plays/</a></li> </ul>

### Lesson two (50 minutes)

#### Procedure

<b>Lead in (10 min)</b>	<ul style="list-style-type: none"> <li>Ask learners to share the fact they found out for homework with a partner before eliciting ideas from the whole class.</li> </ul>
<b>Writing a dialogue (20 minutes)</b>	<ul style="list-style-type: none"> <li>Tell learners they will work with their partner to write a short dialogue in their notebook.</li> <li>Give each pair a context card.</li> <li>Explain they must include at least five idioms from the task on their worksheet in the dialogue.</li> <li>Ask a few pairs to tell you which idioms they have used.</li> </ul> <p><b>Differentiation:</b> Allow more creative learners to create their own context. Explain only 2 people are needed in the dialogue and they must write 8-10 sentences.</p> <p><b>Note:</b> Display <b>slide 6</b> if learners have forgotten their worksheet.</p>
<b>Practising (5 minutes)</b>	<ul style="list-style-type: none"> <li>Ask pairs to practice their dialogues, so they can present them.</li> <li>Monitor and support with pronunciation.</li> </ul>
<b>Delivering a dialogue (15 minutes)</b>	<ul style="list-style-type: none"> <li>Join pairs to make groups. Pairs demonstrate their dialogues to each other.</li> <li>The learners who are listening to the dialogue tick each idiom from the they hear and give feedback</li> <li>Ask a few learners to feedback on their group. E.g. If they enjoyed the dialogue; How many idioms they used.</li> </ul> <p><b>Note:</b> This stage could be used as a speaking assessment if using an AfL (Assessment for Learning) approach. See <b>Appendix 2</b> for an example of a table to use during speaking assessments.</p>
<b>Extension</b>	<ul style="list-style-type: none"> <li>Ask some pairs to demonstrate their dialogue to the whole group.</li> </ul>

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	<ul style="list-style-type: none"><li>• To make a project you could ask learners to research into a British writer.</li></ul>
<b>References and useful links</b>	<ul style="list-style-type: none"><li>• Shakespeare: <a href="https://www.britishlibrary.cn/en/authors/william-shakespeare/">https://www.britishlibrary.cn/en/authors/william-shakespeare/</a></li><li>• Charles Dickens <a href="https://www.britannica.com/biography/Charles-Dickens-British-novelist">https://www.britannica.com/biography/Charles-Dickens-British-novelist</a></li><li>• Jane Austen: <a href="https://www.britannica.com/biography/Jane-Austen">https://www.britannica.com/biography/Jane-Austen</a></li><li>• JK Rowling: <a href="https://www.britannica.com/biography/J-K-Rowling">https://www.britannica.com/biography/J-K-Rowling</a></li><li>• AfL (Assessment for Learning) toolkit: <a href="https://www.teachingenglish.org.uk/professional-development/teachers/assessing-learning/articles/assessment-learning-toolkit">https://www.teachingenglish.org.uk/professional-development/teachers/assessing-learning/articles/assessment-learning-toolkit</a></li></ul>
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### APPENDIX 1 – Idiom information

Idiom	Idiom in context	Definition	Play
To be in a pickle	<b>Sarah was in a pickle</b> when she realized that she had missed the last bus home.	To be in a difficult situation	The Tempest
To go on a wild goose chase	<b>I went on a wild goose chase</b> around the supermarket trying to find my favourite cheese. No luck!	To search for something unsuccessfully	Romeo and Juliet
To have someone in stitches	<b>Sue always has me in stitches.</b> She's just so funny!	To make someone laugh uncontrollably	Twelfth Night
To set someone's teeth on edge	I hate the sound of someone sharpening a knife. It <b>sets my teeth on edge.</b>	To make someone feel annoyed or uncomfortable	Henry IV Part 1
To eat someone out of house and home	When my brother comes to visit me, he <b>eats me out of house and home</b> but I still love him!	To consume so much food that there is very little left.	Henry IV Part 2
To be as dead as a doornail	Although my hometown is <b>as dead as a doornail</b> , I still enjoy going back in the holidays.	dead, no life, quiet	Henry IV Part 2
To vanish into thin air	I don't know where my keys are. <b>They've vanished into thin air.</b>	To disappear	Othello
To wear your heart on your sleeve	I always know if Jack is feeling sad because <b>he wears his heart on his sleeve.</b>	To show your emotions	Othello
To have a heart of gold	Robert's <b>got a heart of gold</b> because he always does his elderly neighbour's shopping.	To be a very kind person	Henry V
To do something all in one fell swoop	I like <b>to do my homework all in one fell swoop</b> and relax afterwards.	To do everything at the same time, or in one go	Macbeth

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**APPENDIX 2 – Example of how to use a table in AfL for a speaking activity**

<b>Name</b>	<b>Use of target language</b>	<b>Pronunciation/ coherence</b>	<b>Range of language</b>
Ani	<i>Uses target language successfully</i>	<i>Easy to understand</i>	<i>Uses a wide range of studied language.</i>
Hana	<i>Needs more practice of target language</i>	<i>Needs to work on word stress</i>	<i>Uses some of studied language</i>