

Level: Intermediate/B1 onwards

Time: Approx. 90 min

Main aim(s):

- To improve students' listening skills
- To engage students with Thomas' work and encourage extensive reading

Subsidiary aim(s):

- To improve students' vocabulary range
- To practise using an English-English dictionary
- To give students opportunities to practise writing descriptions

Materials:

- Student worksheet
- Dictionaries
- Access to the video *The Life of Dylan Thomas – Laugharne*.
Available to view on TeachingEnglish

Introduction:

This is one of the four lessons designed to explore the videos produced by the British Council for the birth centenary of Dylan Thomas. The video for this lesson was filmed in Laugharne, where Dylan Thomas lived his most productive writing years after his adolescence. In this lesson, learners will practise listening and writing descriptions of different places.

Procedure

Stage and stage aim(s)	Timing (min)	Interaction	Procedure	Differentiation
<p>Speaking and vocabulary</p> <p>to raise students' interest in the topic</p> <p>to prepare for the listening task</p>	10	<p>student-student</p> <p>teacher-student</p>	<p>Students do Task 1 in the worksheet. Give them some time to discuss their impressions of the picture and check words in the dictionary if necessary.</p> <p>Collect vocabulary on the board. You may use this opportunity to practise the pronunciation of more challenging lexical items.</p>	<p>Note: this lesson is based on one of the videos created by the British Council for the birth centenary of Dylan Thomas. It requires that you have access to the Internet and equipment in the classroom that allows students to watch it during the lesson.</p>
<p>Vocabulary</p> <p>to improve students' vocabulary</p> <p>to prepare for the listening</p>	20	<p>teacher-student</p> <p>individual work</p> <p>teacher-student</p>	<p>Tell students about the picture in Task 1 (Dylan Thomas' house in Laugharne) and the focus of the lesson. Tell them that the words in Task 2 come from a video documentary about one of the places where Dylan Thomas lived.</p> <p>Students do Task 2 in the worksheet. Give students time to check their dictionaries.</p> <p>Group feedback.</p>	
<p>Listening</p> <p>to improve students' listening skills</p>	20	<p>individual work</p> <p>teacher-student</p> <p>individual work</p> <p>teacher-student</p>	<p>Set the scene for the recording. Play the recording twice. Students do Task 3 in the worksheet. First, students answer the True or False questions and then compare their questions in pairs.</p> <p>Group feedback.</p> <p>Play the recording again. Students write down as much information as they can get about the places mentioned. Students compare their answers with their colleagues.</p> <p>Group feedback.</p>	<p>With lower level groups, you may need to play the recording more than twice. You may also stop the recording after each speaker's turn, but avoid pausing it too much.</p>

Speaking to recycle language from the listening	05	student-student	Students do Task 4 . Motivate students to have this as a 'conversation' instead of a question and answer exchange.	
Writing to improve students' writing skills to practise using prepositions of place	20	student-student teacher-student	Students do Task 5 in the worksheet. Ask students to write a detailed description of the place, not only mentioning the objects in it but also giving their impression of it (e.g. comfortable, disorganised). Circulate to help. Group feedback. Ask a couple of students to read their descriptions to the whole group.	This is more engaging as pair work but be flexible if students prefer to work individually. With lower level groups , you may need to review prepositions of place. For more information and online exercises, please check the link below: http://learnenglish.britishcouncil.org/en/english-grammar/adverbials/adverbials-place
Speaking to prepare for the homework	05	student-student	Students do Task 6 . Give students time to describe their studying places in more detail, as this will prepare them for homework.	
Homework	05	teacher-student	Students may take pictures of their study place using their mobiles. Alternatively , you may ask them to describe the school library or even their 'ideal study place'.	If you have a class blog, ask students to post their writing as a blog entry.