

Level: Intermediate/B1 onwards

Time: Approx. 80 min

Main aim(s):

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

Subsidiary aim(s):

- To introduce/review adverbials of time
- To give students opportunities to practise the use of adverbials of time and past tenses

Materials:

- Student worksheet
- Dictionaries
- Access to the video *The life of Dylan Thomas - London* on the TeachingEnglish webpage.

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. In this video, the speakers draw a timeline of Thomas' life between 1933 and 1949. In this lesson learners will also practise writing about the past and connecting events using adverbials of time.

Procedure

Stage and stage aim(s)	Timing (min)	Interaction	Procedure	Differentiation
Lead in and speaking to raise students' interest in the topic to prepare for the listening	05	student-student teacher-student	Students do Task 1 in the worksheet. Give them some time to talk. Do not insist on revealing personal information if you realise students are sensitive about it. Tell students about the focus of the lesson.	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.
Listening to improve students' listening skills for detail	20	individual work teacher-student	Students do Task 2 in the worksheet. Give students time to read the information in the table before playing the video. Play the recording twice. First for completing the information in the first two columns and then to gather further information in the third column. Students compare their answers with their colleagues. Group feedback.	With lower level groups, you may need to play the recording three times.
Speaking to prepare for the listening to prepare for future language work	05	student-student	Students do Task 3 . Point out that there are no right or wrong answers. Motivate students to have this as a 'conversation' instead of a question and answer exchange.	With more advanced groups, especially if you are working with learners in conflict zones, this can turn into an interesting conversation and debate. Allow students more time to express their ideas and feelings if you realise they genuinely engage with the topic.
Listening and writing to improve students' listening skills	15	individual work	Students do Task 4 in the worksheet. Set the scene for the recording. Play the section between 02.01 and 04.19 . Play the recording twice and give students time to take notes. Students compare their notes.	With lower level groups, you may need to pause the recording after the gaps in the sentences so that students have more time to write down their answers.

<p>to review past verbs</p>		<p>teacher-student</p>	<p>Group feedback. You may want to use this opportunity to review regular and irregular past verbs.</p>	<p>Item (7) is likely to be unknown to students at this level, you can decide whether you want to omit it or leave it as an extra challenge.</p> <p>With advanced groups, you can call students' attention to the fact that both speakers switch quite freely and frequently between present and past tenses when talking about Dylan Thomas' life. Explore the reasons for the use of the present tense in past narratives.</p>
<p>Language work</p> <p>to raise language awareness of different ways of creating coherence and time sequencing in a text</p> <p>to practise the language encountered in the lesson</p>	<p>20</p>	<p>teacher-student</p> <p>student-student</p> <p>teacher-students</p>	<p>Call students' attention to the sentences in the box and the words in bold. Elicit other adverbials of time and write them on the board.</p> <p>Students do Task 5 in pairs. Tell them to look back at the table in Task 2 and use the information to write their sentences/paragraphs.</p> <p>Ask a couple of volunteers to read their paragraphs to the whole group.</p>	<p>If you are introducing adverbials of time and/or doing a more in-depth analysis with your students, you may wish to give them further exercises for practice.</p> <p>For more information and online exercises, please check the link below:</p> <p>http://learnenglish.britishcouncil.org/en/english-grammar/adverbials/adverbials-time</p>
<p>Homework</p>	<p>05</p>	<p>teacher-student</p>	<p>Motivate students to base their homework on a person they admire. Motivate them to do an internet search to collect further biographical information.</p>	<p>If you have a class blog, ask students to post their writing as a blog entry.</p>

Lesson plan by Chris Lima