

**Level:** Intermediate/B1 onwards

**Time:** Approx. 60 min

**Main aim(s):**

- To explore textual elements in Dylan Thomas' prose work
- To engage students with Thomas' work and encourage extensive reading

**Subsidiary aim(s):**

- To work with time markers and time references in texts
- To help students deal with cultural references in texts
- To give students opportunities to develop their creative writing skills

**Materials:**

- Student worksheet
- Dictionaries

**Introduction:**

This unit is designed to explore Dylan Thomas' childhood account of a Christmas Day experience and give learners the opportunity to develop their creative writing skills by incorporating some of the linguistic features present in Dylan Thomas' prose.

## Procedure

Stage and stage aim(s)	Timing (min)	Interaction	Procedure	Differentiation
<p>Lead in and speaking</p> <p><b>to raise students' interest in the text and topic</b></p> <p><b>to practise describing places and situations</b></p> <p><b>to get students into narrative mode</b></p>	15	<p>individual work</p> <p>student- student</p>	<p>Students do <b>Task 1</b> in the worksheet. Motivate your students to be creative and think about the situations for each sentence prompt. Point out that the situations can be real (something they remember) or entirely fictional.</p> <p>Students read their sentences to the person sitting near them (pairs or trios). Ask them to ask questions and describe the situations they remembered/imagined a bit further adding details to their accounts.</p>	
<p>Reading</p> <p><b>to raise students' awareness of how storylines are constructed</b></p> <p><b>to raise students' awareness of how language is used to create images and atmosphere</b></p> <p><b>to provide language for later work</b></p>	10	<p>individual work</p> <p>teacher-student</p>	<p>Students do <b>Task 2</b> in the worksheet. Point out that there are clues in the text that point towards a possible timeline.</p> <p>Group feedback. Discuss answers. Accept variation when students can justify their answers.</p>	<p>With <b>lower level groups</b>, allow students more time to check the dictionary for more complex words but motivate students to infer meaning by context instead of relying too much on the dictionary.</p>
<p>Speaking</p> <p><b>to read for meaning and analysis</b></p> <p><b>to promote awareness of poetic use of language</b></p>	10	<p>student-student</p> <p>teacher-student</p>	<p>Students do <b>Task 3</b> in the worksheet. Give students time to discuss the questions. Ask students to highlight or underline the language that justify their answers.</p> <p>Group feedback to discuss answers. Accept different interpretations as long as students can justify them referring back to the extracts.</p>	<p>With <b>lower level groups</b>, allow students more time to check the dictionary for more complex words in the text.</p>

Language work  <b>to raise language awareness of different ways of indicating time in a story</b>	10	teacher-student  student-student  teacher-student	Call students attention to the different ways time is presented in the story. Use the example in <b>Task 4</b> to make clear to students what is expected from them in the activity.  Students do <b>Task 4</b> in pairs.  Group feedback. Accept variations.	
Language work and writing  <b>to practise using some of the expressions in the text</b>  <b>to motivate students to be creative in their writing</b>	10	individual work  student-student	Students do <b>Task 5</b> individually. Motivate students to be creative in the construction of their sentences.  Students take turns to read their sentences to their partner. Encourage peer feedback.	<b>With lower level groups</b> , allow students more time to write the sentences and circulate to help with possible grammar and vocabulary issues.
Speaking  <b>to practise using the language studied in the lesson</b>  <b>to prepare for homework</b>	10	student-student	Students do <b>Task 6</b> in pairs.  <b>Note:</b> Some students may not feel comfortable talking about childhood memories (last question). Do not insist on it if this is the case.	This activity works very well with multicultural groups. With groups where <b>students come from the same country or region</b> , ask each student to talk about a different festival.
Homework	05	teacher-student	Give students freedom to decide on the festival they want to write about. Point out that the short story does not need to be based in real/personal events, instead emphasise that they are free to create an entirely fictional account.  Students can either post their stories to the group blog - if you have one - or hand them in to you.	The images in the worksheet refer to the following festivals: New Year, Hanukkah, Halloween, and the Chinese New Year.  Feel free to replace the images for ones closer to your students' cultural backgrounds if you feel this will be more appropriate.

Lesson plan by Chris Lima