

Level: Intermediate/B1 onwards

Time: Approx. 60 min

Main aim(s):

- To introduce students to Dylan Thomas, the man and the poet
- To engage students with Thomas' work and encourage extensive reading

Subsidiary aim(s):

- To help students to expand their vocabulary, with a focus on adjectives
- To give students opportunities to develop the four skills, especially listening and reading
- To give students the opportunity to carry out independent internet research to find out more information on the writer
- To motivate students to use their creativity to create their own learning resources

Materials:

- Student worksheet
- Recording of an interview with Aeronwy Thomas-Ellis
Link: <http://www.bbc.co.uk/programmes/p01tlptg>
- Dictionaries

Introduction:

This unit is designed to introduce students to Dylan Thomas in the year we celebrate the 100th anniversary of his birth. It gives students some basic biographical information on the writer and provides glimpses into his writing. It aims to give students the opportunity to get acquainted with Thomas' work by paving the way for future lessons on specific pieces of writing.

Procedure

Stage and stage aim(s)	Timing (min)	Interaction	Procedure	Differentiation
<p>Lead in and contextualisation</p> <p>to raise students' interest in the topic</p> <p>to gather information on how much students feel comfortable with poetry</p> <p>to gather information on how much students already know about Dylan Thomas</p>	05	<p>teacher-student</p> <p>student-student</p>	<p>Tell students that the lesson will focus on poetry as well as the life and work of a particular Welsh poet.</p> <p>Pair-work: Students do Task 1 in the worksheet.</p>	<p>Do not worry if your students do not feel particularly interested or enthusiastic about poetry and/or know very little/nothing about Dylan Thomas. The materials will gently introduce them to the poet and his work.</p> <p>If you have access to some pictures of Dylan Thomas, show them to your students. It is always good to put a face to a name.</p> <p>If you are working with a group of literature students and TESOL students who have some previous knowledge, give them time to share as much information as possible.</p>
<p>Vocabulary and reading</p> <p>to pre-teach some vocabulary that may prevent understanding of the text</p> <p>to introduce students to some information on Thomas' life and work</p> <p>to facilitate the listening task</p> <p>to provide language for later work</p>	10	<p>teacher-student</p> <p>student-student</p> <p>individual work</p> <p>student-student</p> <p>teacher-student</p>	<p>Tell students to briefly read the words in the box.</p> <p>Students do Task 2 in the worksheet. Allow them some time to discuss their ideas and check the dictionary if need be.</p> <p>Allow students time for silent reading.</p> <p>Ask students to compare their tables with a colleague.</p> <p>Group feedback. Use the opportunity to model and drill the pronunciation of all of the words in the table.</p>	<p>If you have time you may ask students to think of possible synonyms for the words in the table and write a list of them on the board.</p> <p>With more advanced students you may wish to add a third column to the table and ask them to think of collocations for the adjectives in it. For example: <i>ardent fans, passionate reader, find someone charming, etc.</i></p>

Listening to listen for gist and detail	15	teacher-student individual work teacher-student	Contextualise the listening. Play the interview twice. Students do Task 3 in the worksheet individually and then compare their answers. Group feedback.	Link to the interview: http://www.bbc.co.uk/programmes/p01t1ptg If you don't have access to the internet in class , you will probably have to skip this activity. A possible option is for you to read the script yourself. With lower level groups you may need to play it more than twice. With more advanced levels , the listening is unlikely to be problematic. You may then wish to ask students to note down some extra information they can get from it.
Reading to introduce students to Thomas' writing to provide reading practice	10	teacher-student individual work teacher-student	Set the scene for the reading explaining that the extracts come from some of Dylan Thomas' most famous works. Students do Task 4 in the worksheet. Then compare their answers. Group feedback to check correct answers.	This task is quite straightforward; however there is plenty of vocabulary that could be considered challenging. With lower level groups you may wish to treat this as passive vocabulary. Point out to students that they don't need to understand every word to carry out the task. With more advanced levels , you may wish to explore the texts and the vocabulary a little further.
Language work to provide controlled language practice to improve students' vocabulary	10	teacher-student individual work teacher-student	Refer students to the adjectives in Task 2 . Students do Task 5 in the worksheet individually and then compare their answers. Point out that there are several possible ways of completing the sentences. Group feedback.	With more advanced levels , and if you have time available, you may wish to ask students to write some sentences themselves using the adjectives from the table.
Speaking and consolidation to prepare for homework	05	student-student	Pair work: students do Task 6 in the worksheet.	If your students cannot come up with some ideas, suggest possible websites. Tell them it is alright to use Wikipedia but point out that there are better websites with more reliable information available.

to help students develop independent study skills				<p>Suggested links:</p> <p>https://www.teachingenglish.org.uk/dylan-thomas</p> <p>http://www.bbc.co.uk/programmes/p01s4d2y</p> <p>http://www.dylanthomas.com/</p> <p>http://dylanthomas100.org/</p>
Homework	05	teacher-student	<p>Explain what fact files are. Find some examples, either on the internet or in your local library. Refer students to the instructions in the worksheet. Point out that fact files should be visually attractive – motivate students to include pictures, their own drawings and graphs.</p>	<p>Students may do this individually or in groups. Motivate them to include biographical information, as well as short extracts from Thomas' work.</p> <p>Students can do this on paper or, alternatively, create their fact files as a PowerPoint slide or a Padlet wall.</p>

Lesson plan by Chris Lima