

Level: Upper-intermediate/B2 onwards

Time: Approx. 90 min

Main aim(s):

- To explore two of Dylan Thomas' poems
- To engage students with Thomas' work and encourage extensive reading
- To promote (inter)cultural awareness

Subsidiary aim(s):

- To help students expand their vocabulary with a focus on collocations
- To give students opportunities to develop the four skills, especially reading and writing
- To promote independent learning and internet search skills

Materials:

- Student worksheet
- Recordings of two poems available at <http://www.teachingenglish.org.uk/dylan-thomas>
- Collocation dictionaries

Introduction:

This unit is designed to explore Dylan Thomas' poems in which the poet explores life experience and nature. It gives students the opportunity to explore the language in the poems from the poetic and the grammatical points of view.

Procedure

Stage and stage aim(s)	Timing (min)	Interaction	Procedure	Differentiation
<p>Lead in and contextualisation</p> <p>to raise students' interest in the texts and topic</p>	10	student-student	<p>Pair-work: Students do Task 1 in the worksheet. Motivate your students to share their views with an open mind and consider other cultural perspectives.</p> <p>Note: The image of <i>bread and wine</i> is deeply connected to the Christian tradition and this is an opportunity to promote intercultural exchange.</p> <p>The concept of the <i>four elements</i> (earth-water-fire-wind) is also deeply embedded in many cultures, especially in countries, such as China, Japan and Korea.</p>	<p>With multicultural groups, motivate students to exchange information about their views.</p> <p>With groups of students who come from the same country or region, encourage them to reflect on the cultural roots of their perceptions.</p> <p>If you are teaching in a context where there is strong cultural and religious resistance to the image of wine, you may decide to work only with the second poem. In this case, adapt the lesson materials and plan accordingly.</p>
<p>Vocabulary</p> <p>to elicit some vocabulary that is related to the text</p> <p>to provide language for later work</p>	15	<p>student-student</p> <p>teacher-student</p>	<p>Students do Task 2 in the worksheet. Point out that there are no right and wrong answers. The answers will depend on the socio-cultural associations each student makes.</p> <p>Group feedback. Encourage students to justify their answers. Use the opportunity to model and drill the pronunciation of words that may be more challenging for your students.</p>	<p>With lower level groups, allow students more time to check the dictionary.</p> <p>With more advanced students give students more time to discuss and explore different perceptions in the group.</p>
<p>Listening</p> <p>to listen for individual words/sounds</p> <p>to prepare for the reading</p>	15	<p>individual work</p> <p>student-student</p>	<p>Students do Task 3 in the worksheet. Play the recording once for each poem and ask students to write down the words in the boxes.</p> <p>Students compare their answers in pairs. <i>Do not give feedback</i> at this stage; instead, refer students to the text of the poems to check the answers themselves.</p>	<p>Link to the recording: http://www.teachingenglish.org.uk/dylan-thomas</p> <p>If you do not have access to the recordings, you should read the poems yourself.</p> <p>With more advanced groups, you may ask students to write down any words they hear in the recordings.</p>

Reading and speaking to read for meaning and analysis to promote awareness of poetic use of language	10	student-student teacher-student	Students do Task 4 in the worksheet. Students check their answers to the listening task (Task 3). Give students time to discuss the questions. Group feedback to discuss answers. Accept different interpretations as long as students can justify them referring back to the poems.	
Language work to raise language awareness of different uses of -ing	20	teacher-student student-student teacher-student	Call students attention to the definition of <i>collocation</i> . Introduce or review the use of collocations in English. Point out that there are many everyday collocations, using the key words in the lesson. Students do Task 6 in small groups. Encourage group members to search for different key words and share their findings with their colleagues. Group feedback.	Ideally, students will have copies or online access to a <i>collocations dictionary</i> . If you don't have access to a collocations dictionary , you will need to show students where this kind of information can be found in a regular English-English dictionary. For more examples and ideas on collocations, check: http://www.teachingenglish.org.uk/article/collocation-advanced-levels-2-classroom-activities
Listening and pronunciation to practise pronunciation to motivate students to read poetry aloud	15	teacher-student individual work student-student	Play the recordings again. Ask students to focus on different phonological aspects such as individual sounds, word stress, pauses, and intonation. Students choose one stanza from each poem and prepare to read them aloud to their partner. Students take turns to read their stanzas. Encourage peer feedback.	Note: students may feel shy to read poetry aloud in English. Try to make this very informal and fun. Make sure the reading is done in pairs or small groups. Unless you have students who are keen on stage performance, <i>do not</i> ask them to read to the whole group.
Homework	05	teacher-student	Give students the freedom to search for any poems in English on similar themes.	

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