

Level: Intermediate/B1 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

Subsidiary aim(s):

- To help students expand their vocabulary with a focus on word formation and different uses of -ing
- To give students opportunities to develop the four skills, especially reading and writing
- To give students the opportunity to do some creative writing

Materials:

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

Introduction:

This unit is designed to explore Dylan Thomas' poems on the theme of seasons. 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
Lead in and contextualisation to raise students' interest in the texts and topic	05	student-student	Pair-work: Students do Task 1 in the worksheet. Refer them to the questions and the picture. Motivate your students to share their preferences and experiences.	If you are printing the worksheets in black and white, try to have a copy of the picture in colour . Ideally, project it on to the classroom wall or, if this is not possible, print a larger copy in colour and circulate it amongst your students.
Vocabulary to elicit some vocabulary that is related to the text to provide language for later work	15	student-student teacher-student	Tell students to consider their previous discussion and look at the picture again. Students do Task 2 in the worksheet. Group feedback. Build up a class vocabulary list. Write students' words on the board so they can be copied and shared. Use the opportunity to model and drill the pronunciation of words that may be more challenging for your students.	With lower level groups , allow students more time to discuss their ideas and check the dictionary. With more advanced students you may wish to make this more challenging. This can be done by setting less time for the activity or by ruling out obvious words such as 'flowers', 'snow', etc.
Reading and listening to activate/recycle vocabulary listening for individual words/sounds	15	individual work student-student individual work student-student	Students do Task 3 in the worksheet. Play the recording once and ask students to tick any words in their vocabulary boxes that they also hear in the recording. Students compare their answers in pairs. Group feedback. Play the recording again. Students fill in the gaps in the poem. Students compare their answers in pairs. Group feedback.	Link to the recording: http://www.teachingenglish.org.uk/dylan-thomas If you do not have access to the recording , you should read the poem yourself. With lower level groups you may need to read/play it more than once or pause after more difficult lines.

<p>Reading and speaking</p> <p>to read for meaning and analysis</p> <p>to promote awareness of poetic use of language</p>	10	<p>student-student</p> <p>teacher-student</p>	<p>Students do Task 4 in the worksheet. Give students time to discuss the questions. Insist that they should write down the answers in the space provided in the worksheet.</p> <p>Group feedback to discuss answers. Accept different interpretations as long as students can justify them by referring back to the poem.</p>	<p>With lower level groups you may wish to discuss the first question together as a whole group so students have a better idea of the kind of analysis you expect from them.</p>
<p>Listening and reading</p> <p>to motivate learners to do extensive reading</p> <p>to engage with vocabulary used in the additional language work</p>	10	<p>individual work</p> <p>teacher- student</p>	<p>Contextualise the listening. Students do Task 5 in the worksheet individually. Play the recording twice, if necessary. Students compare their answers.</p> <p>Group feedback. If you have time, discuss with students the comment in the box and allow them time for some discussion in class.</p>	<p>Link to the recording: http://www.teachingenglish.org.uk/dylan-thomas</p> <p>If you do not have access to the recording, you should read the poem yourself.</p> <p>With lower level groups you may need to read/play it more than once or give a longer pause between stanzas.</p> <p>With more advanced levels, the listening is unlikely to be problematic. You may then wish to ask students to note down some new or interesting vocabulary.</p>
<p>Language work</p> <p>to raise language awareness of different uses of -ing</p>	20	<p>teacher-student</p> <p>student-student</p>	<p>Tell students to go systematically through the poem highlighting or underlining each word ending with –ing and then sort them out in the table.</p> <p>Students do Task 6 in pairs. Group feedback.</p>	<p>For more examples, information and practice on –ing forms check:</p> <p>https://learnenglish.britishcouncil.org/en/english-grammar/verbs/ing-forms</p>
<p>Speaking and consolidation</p> <p>to prepare for homework</p>	05	student-student	In pairs or small groups, students do Task 7 in the worksheet.	
Homework	05	teacher-student	Encourage students to be as creative as they can and use language from the poems in the lesson.	

Lesson plan by Chris Lima