

Level: Intermediate/B1 onwards

Time: Approx. 90 min

Main aim(s):

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

Subsidiary aim(s):

- To introduce/review past tenses
- To raise students' language awareness
- To give students opportunities to develop their creative writing skills

Materials:

- Student worksheet
- Dictionaries

Introduction:

This unit is designed to explore Dylan Thomas' autobiographical accounts of his childhood and early years and give learners the opportunity to practise using a range of past narrative tenses in writing.

Procedure

Stage and stage aim(s)	Timing (min)	Interaction	Procedure	Differentiation
Lead in and speaking to raise students' interest in the text and topic	05	student-student teacher-student	Students do Task 1 in the worksheet. Motivate your students to be creative and think about the feelings and experiences they associate with the age groups. Tell students about the focus of the lesson and refer them to the text box under the pictures.	Note: You may wish to substitute the images for others that are closer to your students' experiences and socio-cultural context. With lower level groups , ask students to speculate on the ages, check their guesses with the whole group and afterwards ask them to brainstorm ideas. Ask them to create lists of things people in these different age groups usually do, for example: <i>children aged 7-11 usually go to school during the day and do homework in the evening.</i>
Vocabulary to help predict the setting, characters and plot in the short stories to raise students' curiosity about the remaining texts	05	student-student teacher-student	Students do Task 2 in the worksheet. Group feedback. Encourage students to explain the reasons for their choice and the associations they have made. Speculate about the content of the stories.	Note: This is quite an easy activity for this level. Not all the words here appear in the extracts that students will read later.
Reading to raise students' awareness of how language help readers to infer narrative elements present in texts to provide language for later work	20	individual work student-student	Students do Task 3 in the worksheet. Divide students into groups A/B/C/D. Give students different text extracts (cut-ups). Refer students to the aspects in the story they have to report on: narrator, location, characters, and scene. Put students in groups of four in which each student has to read a different text. Ask them to report to the groups, preferably without reading too much from the texts.	With lower level groups , allow students more time to check the dictionary for more complex words, but motivate students to infer meaning by context rather than relying too much on the dictionary. If you have plenty of time , you may wish to group students with the same text first so that they can discuss the significant aspects in their extract before grouping them with students who have read different texts.

<p>Language work</p> <p>to raise language awareness of different uses of past tenses in narratives</p>	20	<p>individual work</p> <p>student-student</p> <p>teacher-student</p>	<p>Students do Task 4. Give each student a sheet with all four extracts. Ask them to read the texts and complete the table.</p> <p>Students compare their answers in the group and discuss the two Think about it questions.</p> <p>Group feedback. Discuss the grammar awareness questions.</p>	<p>If you are introducing narrative tenses 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 on the uses of past narrative tenses and online exercises, please check the links below:</p> <p>http://learnenglish.britishcouncil.org/en/english-grammar/verbs/past-tense</p> <p>http://learnenglish.britishcouncil.org/en/english-grammar/verbs/past-tense/past-simple</p> <p>http://learnenglish.britishcouncil.org/en/english-grammar/verbs/past-tense/past-continuous</p> <p>http://learnenglish.britishcouncil.org/en/english-grammar/verbs/past-tense/past-perfect</p> <p>http://learnenglish.britishcouncil.org/en/english-grammar/verbs/talking-about-past</p>
<p>Speaking and Writing</p> <p>to practise using the language studied in the lesson</p>	25	<p>student-student</p> <p>teacher-student</p>	<p>Students do Task 5 in pairs. Tell students that they can talk about themselves or other people they know who have been in similar situations.</p> <p>If you have time, ask some volunteers to read out their paragraphs. Focus on common errors in the use of the tenses and review grammar with the whole group.</p>	<p>With lower level groups, allow students more time to write the paragraphs. Circulate to help with possible grammar and vocabulary issues.</p>
<p>Homework</p>	05	teacher-student	<p>Point out that the short story does not need to be based on real/personal events, instead emphasise that they are free to create an entirely fictional account. Students can either post their paragraphs on the group blog - if you have one - or hand them in to you.</p>	<p>Feel free to replace the images for ones closer to your students' cultural background if you feel they will be more appropriate.</p> <p>With more advanced groups, instead of just asking for the first paragraph you may wish to ask your students to write a whole short story.</p>

Lesson plan by Chris Lima