Level: Upper- intermediate/B2 onwards

Time: Approx. 80 min

Main aim(s):

- To improve students' listening skills

- To engage students with Thomas' work and encourage extensive reading

Subsidiary aim(s):

- To improve students' vocabulary range

- To raise students' awareness of collocations

- To give students opportunities to do some creative writing

Materials:

- Student worksheet

- Dictionaries

- Optional: Collocation dictionaries

- Access to the video *The work of Dylan Thomas – Under Milk Wood*

Introduction:

This is one of four lessons designed to explore the videos produced by the British Council for the birth centenary of Dylan Thomas. In this video, the speakers talk about how the idea for the play developed in Dylan Thomas' mind and also about its first production. Learners will practise listening and creative writing.

Procedure

Stage and stage aim(s)	Timing (min)	Interaction	Procedure	Differentiation
Speaking and vocabulary **to raise students' interest in the topic** **to prepare for the listening task**	05	student-student teacher-student	Students do **Task 1** in the worksheet. Go briefly through these questions. There is no problem if students do not know anything about the play. Tell them that this will be the focus of the lesson.	**Note:** this lesson is based on one of the videos created by the British Council for the birth centenary of Dylan Thomas. You will require access to the internet and equipment in the classroom that allows students to watch it during the lesson.
Listening **to improve students' listening skills**	15	individual work teacher-student	Set the scene for the recording. Play the first part of the recording twice (**up to 03.40**). Students do **Task 2** in the worksheet. First, students order the sentences and then compare their questions in pairs. Group feedback.	**With lower level groups,** you may need to play the recording more than twice. You may also stop the recording after each speaker's turn, but avoid pausing it too much.
Language work **to recycle language from the listening** **to raise students' awareness and practise using collocations**	20	student –student teacher-student student-student teacher-student	Pair work: Students do the first part of **Task 3**. Motivate students to write sentences which are meaningful to them. Group feedback. Ask students to volunteer to read their sentences to the group. Students do the second part of **Task 3**. Motivate students to collect as many collocations as they can. Group feedback.	**With lower level groups,** you may need to provide more guidance and allow more time for this activity. **If possible,** have copies of a Collocations Dictionary and guide students on how to use it
Speaking **to prepare for the listening**	05	student-student	Students do **Task 4**. Motivate students to have this as a 'conversation' instead of a question and answer exchange.	

Listening **to improve students'** **listening skills**	15	individual work teacher-student	Set the scene for the recording. Play the second part of the recording twice (**from to 03.40 to the end**). Students do **Task 5** in the worksheet. First, students answer the True or False questions and then compare their questions in pairs. Group feedback. Ask a couple of students to read their descriptions to the whole group.	
Speaking **to recycle language form** **the lesson** **to promote critical thinking**	10	student-student	Students do **Task 6**. Give students time to come up with some ideas. Point out that there is no right or wrong answer to this question.	**With lower level groups,** you may need to clarify the concept of *'a utopian space'.* Give some examples either from literature, film or places they may know. Ask students to help you paraphrase Professor Goodby's statement.
Homework	05	teacher-student	If you have time ask students to discuss the questions and brainstorm some ideas in class.	If you have a class blog, ask students to post their writing as a blog entry.

Lesson plan by Chris Lima