

Task 1 – Speaking

Work in pairs and discuss the questions below:

- Have you ever written a poem or a short story?
- In your opinion, how easy/difficult is it to be a professional writer?
- What makes some writers famous throughout history, while others are forgotten?

You are going to watch a short video about Dylan Thomas' legacy.
Legacy, in this context, means something that is given or left by someone for future generations.

Task 2 – Listening

Listen to the first speaker talking about Dylan Thomas' work. First, check the meaning of the words below. Then, use them to fill in the gaps.

inspiration hang in revisiting versatile self-esteem

The speaker thinks that...

- Discussing Dylan Thomas' legacy is a way of his poetry, his short stories and all his work.
- Dylan Thomas was a very writer.
- Dylan Thomas is anfor everyone who tries to write.
- Young writers have tothere and eventually people will recognise their talent.
- Dylan Thomas believed in his own work and this kind of is very important for a writer.

Task 3 – Listening and writing

Listen to the second speaker and take notes. Write down as much information as you can get.

Now answer the questions below:

- a. According to the speaker, what are the similarities and differences between Dylan Thomas and contemporary rock stars?

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- b. What examples does the speaker give of Dylan Thomas' influence in America?

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Task 4 – Speaking

Work in pairs or small groups. 2014 marks the 100th anniversary of Dylan Thomas' birth. Will people still celebrate him in the future? Make your own predictions. Consider the questions below:

- Will people still read his poems and short stories?
- Will children study Dylan Thomas at school?
- Will people study his work at universities?
- Will his poetry inspire new writers?
- Will his plays still be performed?
- Will people make films about his life and work?

Task 5 – Listening

Listen to the third speaker making predictions about Dylan Thomas' legacy. Match the sentence halves.

1. There are certain of his poems, probably eight or nine of them, ...	a. ... will also endure.
2. In a hundred years' time,	b. ... could be set in Liverpool and done with a Scouse* accent and Scouse characters.
3. His short stories...	c. ... people will still be talking about them and reading them.
4. <i>Under Milk Wood</i> for example, ...	d. ... which will endure and last.

*Scouse means the accent and dialect associated with Liverpool.

Task 6 – Language work

There are different ways of making future predictions in English depending on how certain you are about them.

- Study the table below.
- Write down some of the predictions you made in **Task 4**.

<p>We use will to talk about the future when we make predictions:</p> <ul style="list-style-type: none">• It will be a nice day tomorrow.• I'm sure you will enjoy the film. <p>We use modals <i>may, might, and could</i> when we are not sure about the future:</p> <ul style="list-style-type: none">• I might stay at home tonight, or I might go to the cinema.• We could see Mary at the meeting. She sometimes goes. <p>We can use should if we think something is likely to happen:</p> <ul style="list-style-type: none">• We should be home in time for tea.• The game should be over by eight o'clock.	
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Homework

Choose a contemporary prose writer or poet you are familiar with.

- What will happen to his/her work in a 100 years' time?
- What will be his/her legacy?

Make predictions and write them down using the appropriate verbs depending on how certain you are about them. Bring your predictions to your next lesson to compare them with your colleagues.