



## Teachers Notes:

<b>Level:</b>	<b>B1 – Intermediate</b>
<b>Topic:</b>	Famous Writers Irish Writers – James Joyce and Oscar Wilde
<b>Author:</b>	<i>Aoife McLoughlin</i>
<b>Lesson Aim:</b>	Introduce and familiarize students with James Joyce and Oscar Wilde Lexical items in information gap task. Develop spoken interaction: 1) In Pre-task as students discuss opening questions 2) In Post-task as students interact with all students during class mill task
<b>CEFR Student Learning Outcomes:</b>	<b>Reading:</b> I can understand the main points in straightforward factual texts on subjects of personal interest well enough to talk about them afterwards. <b>Spoken Interaction:</b> I can give or seek personal opinions in an informal discussion with friends, agreeing and disagreeing politely. <b>Spoken Production:</b> I can relate the main content of short texts I have read. <b>Quality of Language:</b> I know enough vocabulary to talk about my hobbies and interests.
<b>Lexical Aim:</b>	<b>lexical items:</b> humorous, lifestyle, literary, quotations, suffered, downfall, convicted, well-known, entire, contemplating, absorbing, fascinating, re-create, taking part in.
<b>Interaction Patterns:</b>	Group work Pair work Class mill
<b>Preparation:</b>	Photocopy materials
<b>Task Time:</b>	90 minutes



## Lesson

### Procedure

#### Lead-In Task:

On the whiteboard, do **one** of the following:

- 1) Write the titles of three novels/plays/poems by a famous writer and instruct students in pairs to work out who the author/poet/scriptwriter is.
- 2) Show an image of a writer and ask students to discuss who it might be and to think of one of their famous works.

#### Speaking Task:

In groups, students **read and answer the questions** together.

Question 5 asks students to choose two of the genres and explain to their group. Before students start this activity, ask them to first work together to ensure all students in the group understand all of the genres – encourage students to explain the lexical items to each other.

#### Reading and Listening Task:

Give each student a letter (A or B) - place an A student and a B student together and hand out the **Oscar Wilde and James Joyce worksheets**.

First, student A reads the text on Oscar Wilde while student B listens.

Second, student A again reads the same text but this time, student B completes their information gap text while listening. (Encourage students not to worry about spelling for the moment)

Once student B has completed their text, they change roles. Now, student B reads his/her text for student A.

After both students have completed this task, focus their attention on the vocabulary which is bolded in the text and encourage them to deduce the meaning of the lexical items from context, discussing the meaning of each word.

Get feedback on vocabulary, nominating students from each pair to give you an item of vocabulary with its meaning.

*Ensure your students now get a chance to use some of this new language in a speaking activity.*

#### An Idea:

**Write the following on the board:** Name, age, nationality, I'm famous for....., I have written.....

Tell students to imagine they are all now famous writers and have been invited to an event to meet other famous writers from different countries. Students work in pairs to create new characters for themselves, before asking students to stand and role play the event.

Don't forget to tell students they must use three of the new words they've learned today.