

## Objectives

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- To enjoy reading and understanding the main ideas of a story in English.
- To demonstrate understanding of a variety of words and expressions used throughout the story by using them in related activities.
- To be able to read and understand parts of the story at both the word level and the sentence level of the text.
- To be able to write short sentences and simple conversation exchanges to demonstrate understanding of the story.
- To practice pronunciation and intonation skills by acting out short conversations.

## Word bank

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### Key vocabulary

**Nouns:** duty, sake, soul, vocabulary relating to flora, fauna and minerals

**Verbs:** beg, regret

**Adjectives:** of character (proud, selfish...)

## Tips and ideas

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### Before reading

- Use images of Oscar Wilde, Pre-Raphaelite art and Greek and Celtic mythology to spark learner's interest in the society, art and folklore so prevalent in Wilde's work.
- Encourage higher level thinking by getting students to evaluate the impact Wilde must have made on Victorian society.

### During reading (tale by tale)

- Quick and frequent concept checking questions.
- Eliciting mini summaries from volunteers – different students each time – after each Chapter.

- Give a structure for students to follow: "First..., then..., and in the end...".

### After reading

- Apply new vocabulary and structures by getting small groups to re-write the story – one chapter each – and then collate and illustrate a class version of the book.
- Plan a specific higher order thinking task by setting up a class discussion to analyse students' favourite scenes and characters in each tale, and to pinpoint the different styles, tones and focus of each story. Can the class untangle the realist themes from the fantasy?



# Teacher support activities

## Great Games: Hand comparisons

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Here is a game to practise comparatives and superlatives, parts of the hand and also to boost positive classroom dynamics. The only rule is that participants must be nice to each other!

- Elicit or pre-teach some or all of the following lexis: nail / cuticle / knuckle / wrist / freckle / mole / palms up / palms down / the back of your hand / "I know Paris like the back of my hand"
- Stand in a circle with the teacher in the middle to demonstrate the game.
- The teacher calls out "Palms up!", then walks around the circle of students looking at their hands to make a comparison between two of them. \* e.g. "Marissa has longer nails than Jon."
- Marissa and Jon come into the centre of the circle and look at the teacher's hands and their hands. The first to make a correct superlative sentence can rejoin the circle along with the teacher. e.g. Jon says "My life line is the longest."
- Marissa now calls out "Palms up!" or "Palms down!" and walks round the circle till she can make a comparative sentence about two more people, and the game continues.

## CLIL LINK

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**Irish legends – Speranza.** The activity book offers some activities dealing with Greek and Celtic mythology, reflecting Wilde's great interest in both fields. His mother, Speranza, was interested in Irish folklore and legends.

- Brainstorm Irish (Celtic and Gaelic) music, tales and characters. Then compile a giant class Mind Map where everyone is invited to go to the board (or A3 X 2 pinned to the wall) during the class to add their ideas.

- Groups choose a strand to investigate - e.g. they find out about Irish musical instruments; they research and retell an Irish myth.
- Students follow up the presentations by annotating a map of Eire and locating each instrument, story or monster on the map.

## English Theatre

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Build the script together as a class on the board with the teacher as scribe (eliciting, prompting and correcting).

### Presentations at the party:

**Lady Windemere:** "I'd like you all to meet Mr. Septimus Podgers, my chiromantist."

**The Duchess of Paisley:** "Your what?!"

**L.W.:** "He reads my palm!"

**Septimus Podgers:** Good evening. Pleased to meet you."

**D.P.:** "Good evening. So, you tell fortunes. How interesting! Will you tell ours?"

### Reading Lord Arthur's hand:

**L.A.:** "I say, this looks like fun! Can I have a go?"

**L.W.:** "Podgers! Read Lord Arthur's hand now! He is one of my favourite people."

**S.P.:** "I can see...oh...umm."

**L.A.:** "I am waiting, Mr. Podgers."

**L.W.:** "We are all waiting."

**S.P.:** "It...It...It is the hand of a wonderful young man."

**L.W.:** "I want details! What is going to happen to Lord Arthur?"

**S.P.:** "He will soon go on a voyage..."

**L.W.:** "Yes..."

**S.P.:** "And he will lose a relative."

**L.W.:** "Is that all? Dear me! I'm hungry. Let's all go and have supper!"