

Jerome K. Jerome (1859 – 1927)

THREE MEN IN A BOAT

TO SAY NOTHING OF THE DOG!

Part 1 (tools)

It is possible to start by watching some parts of the film Three Men in a Boat... (1975 adaptation) The following part 4 of the film shows the episode where three men are trying to open a can without a can opener) the clip is 6 min. long

After watching part 4 of the film (see the link below) answer the question:

What tools do they use to open the can?

<http://www.youtube.com/watch?v=DUiciXpZsK4&feature=related>

Students can also find some information about the author and his books at

http://en.wikipedia.org/wiki/Jerome_K._Jerome

Each student can learn 3 things about the writer:

1 _____

2 _____

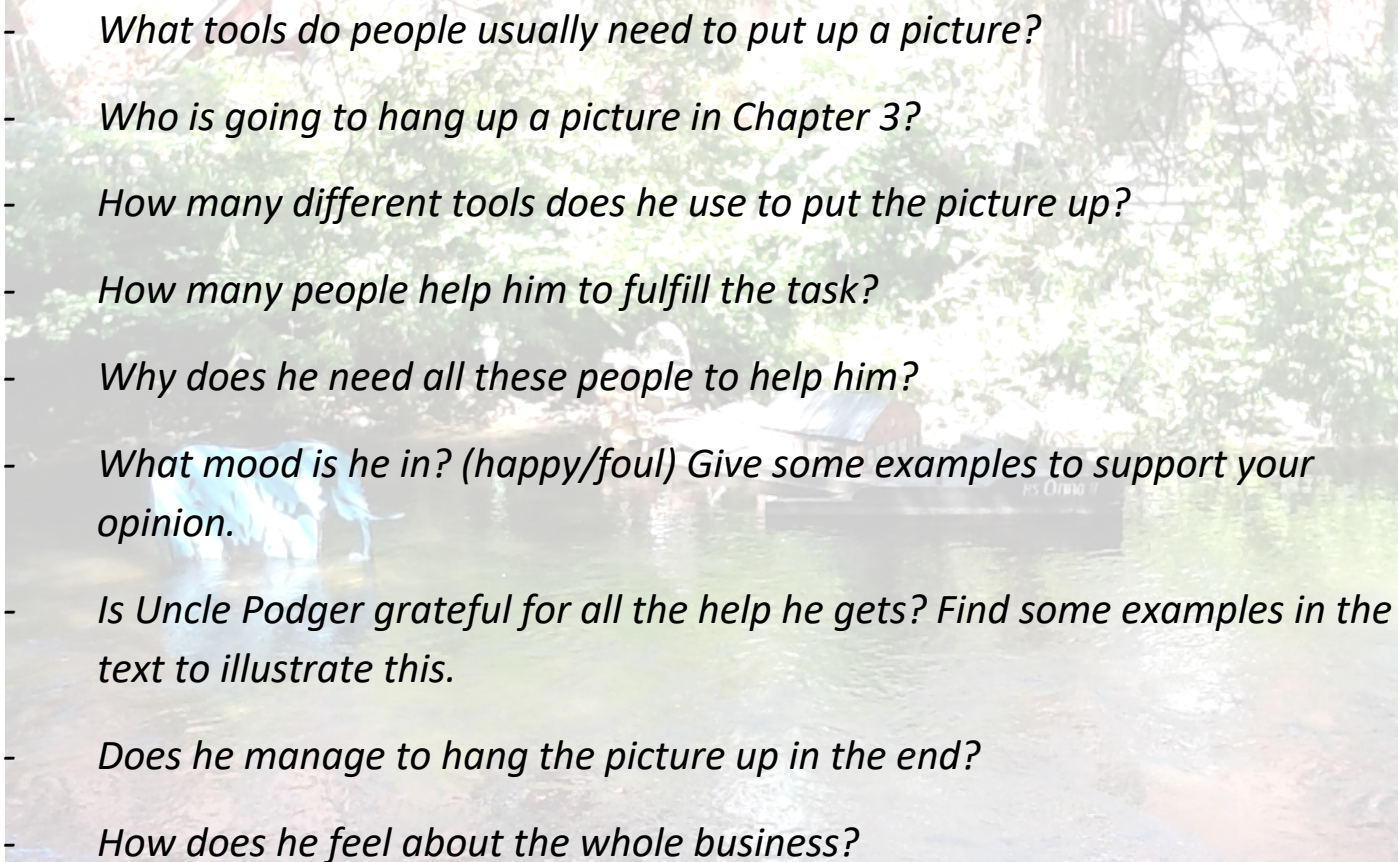
3 _____

Then the information can be summed up on the board

Part 2

A teacher might read a short extract from Three Men in a Boat by Jerome K. Jerome (hanging up a picture, Chapter 3) or students can read it themselves (it is a humorous scene)

Students write their answers to the questions:

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- *What tools do people usually need to put up a picture?*
 - *Who is going to hang up a picture in Chapter 3?*
 - *How many different tools does he use to put the picture up?*
 - *How many people help him to fulfill the task?*
 - *Why does he need all these people to help him?*
 - *What mood is he in? (happy/foul) Give some examples to support your opinion.*
 - *Is Uncle Podger grateful for all the help he gets? Find some examples in the text to illustrate this.*
 - *Does he manage to hang the picture up in the end?*
 - *How does he feel about the whole business?*

Question: Who do you think could be called an “Uncle Podger”?

Use 3 min. to write your answer:

Students read/compare their answers in class.

THREE MEN IN A BOAT to say nothing of the dog!

Part 3

Further reading: Chapter 4 and 6 (see below)

Students get a grade for this assignment. The grade is based on their oral and written performance (Criteria: content/details, structure, flow, coherence, vocabulary/synonyms, connectors and correct grammar)

Step 1: Students work in pairs (one reads Chapter 4 and the other reads Chapter 6; each takes notes)

Step 2: After reading students retell the stories to each other; they should remember some details and use connectors (see below) and correct grammar. Their partners take notes while listening



Who? (the characters)
Where and When? (the setting)



What happened? (plot)
Connectors:
at first, afterwards, later, meanwhile, in addition, thus,
last, actually, finally/in the end



Why? (plot details)
Connectors
therefore, moreover, however, because, because of,
whereas, nevertheless, yet, and, but, because, since,
so that, even though/although

Step 3: The students spend 30 min. on writing down what they remember from listening. Some students may need help from teacher to complete the task.

Step 4: Cross reading (each student reads the story to their partners) and correcting/adding some details.

Chapter 4

From

"I remember a friend of mine buying a couple of cheeses at Liverpool." (2 pages)

Chapter 6

From

"Harris asked me if I'd ever been in the maze at Hampton Court." (2 pages)

Part 4

Tools – follow up activity (creative writing)

Write a short story and dramatize it (ca. 1 page)

Group work: 3 people in a group

Time: ca. 40 min.

The stories should have 3 parts (Each member of the group may take an extra responsibility for one of the parts)

Part 1: Describe the location and the period of time (forest, meadow, room, apartment, house, lift, car, street, disco bar, beach, roof, balcony, highway, garden, hospital, shop, café, tea shop, pub, football stadium, swimming pool, library, haunted mine, empty factory, ruins, burnt down church, back alley, sewer, bridge, grave yard, fun fair, lunatic asylum and etc.

Part 2: Introduce a character/characters and a conflict (name, age, occupation, appearance, family, friends, pets, enemies, hobbies, problems, dreams, nightmares, worries, routines etc.)

Build the conflict up. Describe a central scene in details. Get the conflict to the highest / climax point.

Your characters should make use of at least one or few tools (e.g. can-opener, bottle opener ring, chainsaw, axe, hammer, scraper, plunger, screwdriver, saw, plane, electric drill, hand drill, penknife, pliers, spanner, duct tape, flashlight, lawnmower, measuring tape, nuts and bolts, scissors, dagger etc.)

Look up some tools in the online dictionary (audio and picture):

<http://www.eflnet.com/vocab/dictionary/tools1.php>

Part 3: Resolve/sort out the conflict

Choose one of these genres:

A humorous story (a funny episode)

A drama-like story (a real problem in life of ordinary people)

A gothic /horror story (an extraordinary/scary event)

Read your story in class / dramatize it

By the longest applause the class decides which group wins.

Each group gets a grade.

