

ESL

Final Lesson Plan



Group 3

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Topic: **The Scary Things**

Objects: Students of Junior High School

Plan:

1. Story-telling: 10 minutes

First, attract student's attention by telling a story, which is related to the topic "The Scary Things".

2. CLL Method: 15 minutes

Second, maintain the atmosphere in the classroom and lead students to discuss the Scary topic through the CLL Method.

3. Game: 10 minutes

Third, play the "Draw & Guess" game to relax and review the vocabularies that appear in procedure 1&2.

4. ALM: 10 minutes

Fourth, bring the ALM to student; teachers show the dialogues and students follow.

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Cooperation:

Janet:

- Property Master.
- Design and host the game.

Jill:

- Produce the PowerPoint file of the story “In a Dark, Dark House”.
- As the host & OS of the story.
- Collect those individual’s paper and compose the final report.

Kaye:

- Produce the posts of the story.
- As the actor of the story.
- Assist Michelle with the ALM teaching.

Nico:

- The proposer of the lesson plan.
- As the teacher of CLL method.
- Produce the PowerPoint file of the CLL method.

Michelle:

- Create the dialogues concerning the Scary topic.
- As the teacher of ALM.

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Procedure 1

Plan & Material:

Tell Scary Story: A dark, dark House (see enclosure)

Teaching aids:

Multimedia, Posts, Gifts

Step:

1. Introduction by PowerPoint

Have you ever stayed in a dark house alone?

How did you feel?

Were you scared?

2. OS at the beginning of story-telling

Can you imagine what it is like in a dark house all by yourself?

What might be in there?

Could it be a monster?

Do you think it is really spooky inside the dark, dark house?

I'll bet you are saying "Y—ye—yes" in a shaky voice.

Me, too.

I was scared, too.

You might be too scared to open your eyes and look around.

Now let's follow a little boy and have a good look at the dark, dark house.

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3. Start the story: Actions and PowerPoint File
4. Question
 - a. When did the little boy go walking?
 - b. How did the little boy escape from the monster?
 - c. According to the story, how did the monster look like? Could anybody describe its appearance?

Method

- a. For the whole lesson plan, it uses the ESAS: engage → study → activity → engage → study. The story-telling is for the first-part engage. By the story, we arouse the attention of learners and keep the topic, the scary thing, in their minds.
- b. The processes of telling story teach listening. Learners can train their listening ability by the voice from actor and pictures showing on the screen.
- c. The learnings are all big children, teachers use the funny make-up and shape to relax them, like witch style.
- d. Little gifts to be the reinforcement.

Improvement:

- a. The first mission, arousing learners attention, is successful.
- b. If the actors can remember their dialogues without seeing the paper, it will be more vivid.
- c. For the limitation of time, we can't show the audiotape first. If we play the story after listening the audiotape, learners can really understand the precise dialogues and the outcome will be better.

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Procedure 2

Plan:

Teaching scary poem

Outcome:

Using CLL method, the students will be able to survey and transcribe the suggestive words through discussion with classmates. They will also be able to compose a poem by imitating the given example.

Materials/Media:

The students will use the given guideline of the scary poem. They will also use power point to check up the new words and the example poem.

Guidance:

1. Provide students with the necessary information concerning the imagination with thinking power and the list of the scary words.
2. The students should think individually first, then discuss with the classmates.

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3. In the meantime, the teacher will stand behind the students as a counselor to help the students.
4. They will write down sentences based on their feeling about scary things.

Steps:

1. The teacher will introduce him/herself first and then explain the handout that has some questions and words on it.
2. Then the students will think individually for the handout questions.
3. The teacher uses power point to explain and pronounce the list of scary words.
4. The students then discuss with classmates in the separating groups.
5. The teacher stands behind the students to help them.
6. They will write down sentences and share with one another.
7. With the assistance of example poem on power point, the students will learn its format and imitate the writing.
8. The teacher will ask the students' feeling and feedback about this course.
9. The scary poem will be as an assignment and be due at the next time class.



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Procedure 3

Content:

To Play a game for reviewing vocabularies.

Teaching aid:

1. Some little vocabulary cards
2. A dice
3. Candies or chocolates

Steps:

1. **Greeting:**

Teacher: Hello, everybody!

Student: Hello, teacher!

Teacher: How are you?

Student: I'm fine, thank you.

Teacher: Do you like to draw?

Student: Yes, I do.

Teacher: Do you want to play a game?

Student: Yeah!

Teacher: OK! Now, listen to me and close your mouth.

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2. Introduce the rule of the game:

- a. We divide two groups. One is group A, and the other is group B.
- b. Each group chooses two persons. One is a painter. The other is a timer.
- c. Two timers play scissor, paper, stone. The winner can play dice first.
- d. The painter should draw a card and the painter should finish the picture in
thirty seconds.
- e. The timer and his/her group members should notice the time.
- f. If the group guesses the right answer, they can get the points that dice shows.
- g. After students guess the right answer, the teacher says the word and students repeat after the teacher.
- h. To change the group. (The painter becomes timer and the timer becomes the painter.)
- i. Finally, which group gets more points than other group, they can get candies or chocolates.

Method: (EASA)

Engage → Activate → Study → Activate



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Procedure 4

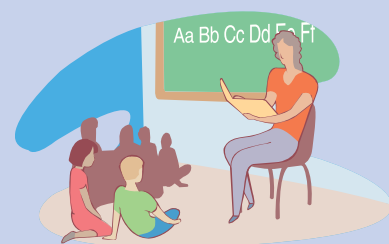
Teaching aids:

A partner

Step:

1. First, let the students know they will be asked to memorize the dialogue the teacher is introducing.
2. Second, the teacher repeats the dialogue again and again.
3. Third, the teacher asks students to repeat the dialogue after teacher.
4. After the students have repeated the dialogue several times, the teacher gives them a chance to play the role Boy and Mother.

Applied method: ALM



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Criticism:

Dialogue or short conversations between two people are often used in daily life. Teacher should train student's ability of conversation. In the ALM, certain sentence patterns and grammar points are included within the dialogue. Students should learn how to connect the several words in a sentence. Students can express their opinion through the memorizing some useful dialogue and conversation. During the dialogue practicing, teacher can correct the student's production. If students often practice the ALM method, they can learn to use some dialogue automatically without stopping to think. It helps students a lot while they learn the second language.

Content of the dialogue:

Boy: Mama, I saw a monster.

Mother: Really? Then, what's happen?

Boy: It traced me. I was so scared and just kept running.

Mother: Was there anything strange?

Boy: It ran after me and shouted my name again and again.

Mother: Did you see its face?

Boy: No.

Mother: Were you scared?

Boy: Yes, it frightened me a lot.

Mother: Did it wear the white dress?

Boy: Yes.

Mother: That's your cousin; I asked her to search you. Foolish boy.