



## Teachers Notes – ‘Alma’

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| <b>Level:</b>                          | <b>B1 / Intermediate</b>   |
| <b>Topic:</b>                          | <b>Alma</b><br>A story for Halloween   |
| <b>Author:</b>                         | <b>Aoife McLoughlin</b>  |
| <b>Lesson Aim:</b>                     | Learners retell the story of Alma in small groups after watching the silent short film. Learners then re-order the jigsaw reading and deduce meaning of underlined vocabulary from context. After reading the complete text, learners then write the story in their groups from Alma’s point of view using narrative phrases such as <i>suddenly, just then, finally, in the end.</i>  |
| <b>CEFR Student Learning Outcomes:</b> | <b>Reading:</b><br>- I can understand simplified versions of novels and follow the story line in short stories with a clear structure, with some effort and regular use of dictionary.<br><b>Spoken Interaction:</b><br>- I can give or seek personal opinions in an informal discussion, agreeing and disagreeing politely.<br>- I can help to solve practical problems, saying what I think and asking others what they think.<br><b>Spoken Production:</b><br>- I can relate the main content of short texts I have read.<br><b>Written Production:</b><br>- I can write simple texts about experiences or events |
| <b>Lexical Aim:</b>                    | Narrative phrases<br>Vocabulary such as <i>‘perched on, amongst, comes across, distracted by, intrigued by, terrifying, fearlessly.’</i>   |
| <b>Interaction Patterns:</b>           | Group work   |
| <b>Preparation:</b>                    | Access to Internet for YouTube clip  |
| <b>Task Time:</b>                      | 90 minutes   |



## Lesson:

### Procedure

Write Halloween on the whiteboard and ask your students to think of 3 words that *'spring to mind'* when they think of Halloween. Give students a couple of minutes and board new or unknown vocabulary [don't forget to elicit the word stress and pronunciation as well as meaning].

Ask your students if any of them have a scary story to tell the class and if not, maybe you could tell a short one. In pairs, students then talk about scary stories/movies. Do they like them? Do they watch them? What's their favourite?

#### Hand out page one:

In small groups of 3, students look at the pictures and together answer the 4 questions. The last question asks students to predict the story. Get feedback on this question afterwards. Does each group have the same ideas?

Now tell students that you are going to play this short film which isn't very scary but it's a very interesting and intriguing story.

Give instructions – students should watch the short film carefully without taking any notes to get an idea of the story.

#### Play the following short film:

<https://www.youtube.com/watch?v=tECaYQ1AzkM>

Now, play the film for a second time. This time, students can take short notes to help them remember the detail of the story for later.

After the second play, assign students into groups of 3. Now, students can use their notes and what they remember to piece together the story. Give students 10 minutes for this task. Students don't need to write the story here, the learning objective of this task is to increase levels of fluency only.

Once finished, each student from one group works with a student from another group in order to summarise the story. Listen and monitor for any errors here.

#### Hand out page two:

Together now students read the paragraphs which have been mixed up and re-order to complete the story. Once in order, encourage students to explain the underlined vocabulary to their partners.



## Procedure

Hand out page three:

Go through the narrative phrases and ask students to consider 'when' these phrases would be used most often in a short. Give students two minutes with their partners to do this task.

Suddenly, immediately

After a while, just then

later on, Eventually,

At last, finally, in the end

Now, explain to students that they have to write the story of the film from Alma's perspective. The first sentence is given for them. Students continue the story, using their notes from the previous task and also using some of the narrative phrases.

Encourage peer-correction after the task and maybe post the stories on the classroom notice board for everyone to read.